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ABSTRACT

This is the 1976-1977 final report of Work Unit III of Southwest Educational Development Laboratory's Early Childhood Program. The Unit was funded to develop media products, mass media delivery strategies, television spot announcements and supportive booklets designed to increase awareness of certain child-rearing skills and practices among low income parents. The scope of the work during the reported funding period included the development, evaluation and field testing of existing TV spots and supportive booklets; evaluation of the longitudinal effects of the broadcasting, and implementation of a marketing plan for the Positive Parent Products. This report includes descriptions of new product development and continued development of existing products, new product testing and results and other related efforts. Implications and recommendations are discussed. More than 50 pages of appendices contain program materials, consultant reports, data for product testing, materials and surveys used in the product marketing plan, and a list of positive parent consumers. (SB)

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FINAL REPORT FOR NOVEMBER 1, 1976
TO OCTOBER 31, 1977
EARLY CHILDHOOD PROGRAM

WORK UNIT III:
TELEVISION SPOT
PUBLIC SERVICE ANNOUNCEMENTS

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FINAL REPORT

WORK UNIT III

TV SPOTS AND SUPPORTIVE PRINTED MATERIALS ON CHILD-REARING PRACTICES

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Funded Period: 11/1/76 - 10/31/77

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I. Rationale

A. PURPOSE

During the current funding period (November 1, 1976 - October 31, 1977), Work Unit III (WU III) of the Early Childhood Program (ECP) of the Southwest Educational Development Laboratory (SEDL) has continued its efforts in the development and research of particular media products and mass media delivery strategies, television spot announcements and supportive printed booklets.* These products have been developed to increase awareness of certain child-rearing skills and practices among low-income Anglo, Black, and Mexican American parents of preschool children.

B. NEED

In recent years, researchers in early childhood development have called attention to the potential of the mass media for transmitting parenting information (Gans, 1968; Schaefer, 1973). Greenberg and Dervin (1970) documented that the urban poor rely heavily on television in particular as a source of information. Their study revealed that low-income individuals tended to view television as a more credible source of information than "establishment" representatives such as teachers and other professionals. Attempts to utilize television as an instructional medium for low-income audiences have met with some success (Mendelsohn, 1968-69; Morreau, 1972). For the most part, these studies established the programming preferences of low-income audiences for daytime and prime time entertainment fare. Moreover, "educational" programs of the Public Television variety have generally failed to engage this audience. Indeed, it seemed apparent that the low-income audience was likely to be reached in a substantial way only through the highly competitive commercial TV market (Valenzuela, 1973).

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*The other ECP components include the Parenting Materials Information Center (WU I) and Multimedia Training Packages for Low-Income Parents (WU II).

A recent series of publications by the Rand Corporation (Television and Human Behavior, 1975) sought to identify and describe research needs and priorities within the scientific community that relate to television. The relationship of television to the minorities and the poor was ranked third (following television and children, and television and politics) among nine priority areas. The Rand study was based on in-depth interviews with social scientists who are highly active in research on television and human behavior, on information collected since 1975 from a wide spectrum of the concerned scientific community, and on the views of a panel of social scientists who are active in research on television and human behavior and well-informed about trends and currents within the field. There presently exist few studies in the literature that deal with the relationship between minorities or the poor and television, especially with respect to the Mexican American subpopulation. Thus, there was little evidence on whether the minorities or poor were affected differently by television violence and other classes of content or formats that have been shown to affect other populations. According to the Rand review, of particular lack were "studies of various behavioral and attitudinal effects, the role of television in disseminating information, and the potential of television for delivering social services, such as counseling of various kinds" (Rand, 1975, p. 24).

In conclusion, there exists the need to disseminate parenting information to low-income and minority audiences and to further evaluate and research the utility of television and selected communication strategies for this dissemination. Beginning in early 1974, the response by the ECP to this need has been to develop and evaluate the effectiveness of POSITIVE PARENT, a series of TV spot announcements and supportive booklets on certain parenting topics intended for low-income Anglo, Black, and Mexican American parents of preschool children.

C. OBJECTIVES/ACTIVITIES/OUTCOMES

The WU III scope of work during the current funding period has included four objectives: (I) the development and evaluation of new TV spots and supportive booklets, (II) the continued field testing of existing TV spots and their particular supportive booklets, (III) evaluation of the effects of longitudinal TV spot broadcasting, and (IV) design and implementation of a marketing plan for the POSITIVE PARENT products. The activities required to accomplish each of these objectives and the expected outcomes for each objective are enumerated below.

Activities	Expected Outcomes
OBJECTIVE I: Develop new TV spots and supportive printed materials	
1. Conduct Needs Assessment to designate potential topics for spot and booklet development.	Written report summarizing design, administration, and results of Needs Assessment.
2. Produce new sets of TV spots and booklets.	
. identify 2 topic areas for development based upon information gained from Needs Assessment.	
. prepare content outlines for the selected topics.	Content outlines prepared.
. conduct external review of content outlines by consultants.	Written consultants' reports presenting a critical review of the content outlines.
. designate treatment objectives for spot and booklet design.	Written memorandum presenting treatment objectives for spot and booklet development of each topic.
. design spot treatments and rough drafts of booklet content for each topic.	
. review spot treatments and booklet drafts in-house and revise as necessary.	
. review evaluation methodology and prepare instrumentation for Design Test I.	
. produce treatment storyboards and booklet mock-ups.	
. Design Test I storyboards and mock-ups with sample of target audience.	
. analyze Design Test I data.	Preliminary written report on analysis findings from each Design Test I.

. produce selected spot treatments in 30-second versions and print booklets based on Design Test I findings.	Six (6) TV spots (3 treatments each for 2 topics) and two booklets (one for each topic) produced.
. submit spot treatments to Design Test II--"red flagging" with sample of target audience.	Written memorandum summarizing audience review of produced spots.
. conduct external review of produced spots and booklets	Written consultants' reports presenting a critical review of the produced spots and printed booklets.
. revise spots and booklets as necessary.	
3. Pilot Test new spots and disseminate supportive printed material	
. research and select Pilot Test TV markets.	
. review Pilot Test evaluation methodology and prepare instrumentation.	
. reproduce station subs of spot treatments on videotape.	
. secure cooperation of commercial TV stations in selected markets.	
. implement Pilot Tests with TV stations.	
. collect, process, and respond to audience response.	
. analyze TV station receptivity and audience response for each Pilot Test.	Written report containing process evaluation information and results from analyses of exposure and response data.

OBJECTIVE II: Field Test existing TV spots and disseminate respective printed materials

1. Review Field Test evaluation design.

2. Select Field Test markets from national sample of potential markets.	Written memorandum containing list of potential test markets and their selection criteria.
3. Obtain cooperation of prospective liaison agencies to implement Field Tests.	
4. Conduct implementation training with agency facilitators.	Field Test facilitators trained.
5. Reproduce and distribute Field Test materials to facilitators.	TV spots and accompanying materials reproduced and distributed.
6. Collect, process, and respond to audience requests.	Supportive booklets respective to each Field Test mailed out.
7. Analyze TV stations receptivity and audience response for each Field Test.	Written report containing process evaluation information and results from analyses of exposure and response data.
8. Review and revise Field Test Facilitator Opinionnaire.	Field Test Facilitator Opinionnaire revised.
9. Assess SEDL/liaison agency coordination.	Written memorandum summarizing facilitators' assessment of Field Test liaison.

OBJECTIVE III: Research effects of longitudinal TV spot campaigns

1. Review longitudinal prototype.	
2. Define objectives for longitudinal campaigns.	Written report containing research objectives and evaluation design for longitudinal campaigns.
3. Select longitudinal campaign markets from national sample of potential markets.	Written memorandum containing list of potential test markets and their selection criteria.
4. Obtain cooperation of prospective liaison agencies to implement longitudinal campaigns.	
5. Conduct implementation training with agency facilitators.	Longitudinal campaign facilitators trained.
6. Reproduce and distribute longitudinal campaign materials to facilitators.	TV spots and accompanying materials reproduced and distributed.

7.	Collect, process, and respond to audience requests.	Supportive printed materials respective to each campaign test mailed out.
8.	Analyze TV station receptivity and audience response for each longitudinal campaign.	Written report containing process evaluation information and results from analyses of longitudinal campaign data.
9.	Assess SEDL/liaison agency coordination.	Written memorandum summarizing facilitators' assessment of longitudinal campaign liaison.

OBJECTIVE IV: Design and initiate marketing plan for component products

1.	Compile national listings of potential user networks and agencies.	Listing prepared of potential user networks and agencies.
2.	Distribute preview sets of materials to a controlled sample of listing.	Preview sets of materials distributed. Listing prepared of responding agencies.
3.	Contact interested agencies and networks.	Written report outlining market potential and design for a national distribution plan.

All of the above activities were implemented basically as stated with some modifications. A description of the new product development testing and results follows in Chapters II and IV; a description of the development, testing and results, and marketing planning for existing products follows in Chapters III and V; a discussion of the results of the POSITIVE PARENT marketing effort is contained in Chapter VI, "Other Significant Efforts;" and implications and recommendations regarding the WUIII outcomes are contained in Chapter VII.

II. Description of New Product Development

A. PRODUCT DESCRIPTION

The WU III products developed by the ECP during the current funding period (November 1, 1976 - October 31, 1977) include six (6), 30-second, broadcast-quality, color television spot announcements produced on videotape and two (2), supportive, printed booklets. Three of the spots and one booklet were prepared for each of the two parenting topics, "Discipline" and "Family Roles and Relationships" developed by WU II. The target population for all products were low-income parents of preschool children.

The new POSITIVE PARENT TV spots and booklets are both mono and multicultural in format. Each spot was designed to appeal to a particular cultural sub-group of the target population, i.e., low-income Anglo, Black, or Mexican American parents of preschool children. The three "Discipline" cultural spot versions were designed to portray unresolved "slice-of-life" situations involving examples of children's misbehavior. The "Roles and Relationships" cultural spot versions were designed as montages portraying several positive "slice-of-life" interactions between children and adults. Voice-over audio narrations in English accompany the four Anglo and Black cultural spot versions, and Spanish language voice-overs accompany the two Mexican American versions. All of the TV spots end with a closing tag to identify a sponsoring agency for the public service broadcast of the spots and/or to advertise the availability of the supportive booklet for the spot topic. A single, multicultural booklet was designed per topic, which supports all three of the monocultural spot versions developed for that topic. The booklets are in English with photographs of Anglo, Black, and Mexican American families accompanying the booklet text. Table 1 illustrates the topics and versions of the new TV spots, together with the two new booklets.

TABLE 1

NEW POSITIVE PARENT PRODUCTS

TOPIC	SPOT/VERSION	BOOKLET
"Discipline"	BROKEN COOKIES (Anglo)	"4 Ways to Discipline"
	TOILET PAPER (Black)	
	MUCHOS COLORES (Mexican American)	
"Family Roles and Relationships"	MONTAGE A (Anglo)	"Where Do Adults Come From?"
	MONTAGE B (Black)	
	MONTAGE C (Mexican American)	

B. DEVELOPMENT PROCESS NARRATIVE

In 1970, SEDL adopted a product development model that incorporates the broad range of activities involved in the formulation, development, testing, and evaluation of an educational product. The model contains six interrelated stages:

(1) Context Analysis
(2) Conceptual Design
(3) Product Design
(4) Pilot Test
(5) Field Test
(6) Marketing and Diffusion

Developmental products at SEDL are expected to cycle and recycle within each stage until they are sufficiently refined to progress to the next stage. It is possible for products to cycle backward to a previous stage for further refinement and re-evaluation. It is also possible that some products may skip an entire stage or that two stages can be conducted simultaneously. Products which are partially developed elsewhere may be introduced into the development cycle at a stage other than the initial one.

The implementation of the development process rarely follows a linear progression of discrete stages, since each stage considerably overlaps the stages that precede and follow. It is also quite possible that two or more stages may occur simultaneously with regard to different component products.

1. Context Analysis

Context analysis is concerned with performing analysis and providing information on the problem under consideration. The objectives of context analysis are to define the problem, to establish its parameters, to consider possible solutions to the problem, and to identify the strategy or general approach which appears to be the best.

The steps usually included in the process of context analysis are as follows:

- Recognition of the existence of an important social problem.
- Realization that the problem is relevant to the problem focus of the Laboratory.
- Identification of a specific social goal heretofore insufficiently attained.
- Collection of information about the social problem and its causes.
- Organization of the information.

- Identification of important factors that affect attainment of the goal.
- Identification of specific factors to which emphasis should be given.
- Specific statement of the problem and its parameters.
- Identification and description of alternative problem-solving strategies that can be considered.
- Identification of those strategies or general approaches which appear most likely to solve the problem most effectively.

During the early months of 1973, the ECP conducted a Context Analysis study to identify problem areas in educational development and to establish priorities for future work. A major finding of that study was that low-income parents do not have as easy an access to authoritative parenting information as do middle and upper income parents. Most parents, whatever their socioeconomic level, do not receive any formal instruction in effective parenting. Middle and upper income parents, however, have the benefit of substantial popular literature which responds quite effectively to their parenting information needs. The same benefit does not extend to low-income parents because of the generally inappropriate reading levels and the frequent cultural irrelevance of such literature. According to the ECP Context Analysis (1973), effective parenting is clearly as important to the development of the low-income child as it is to that of other children.

In an attempt to provide low-income parents with information on recommended parenting practices, SEDL and the ECP proposed the product strategy of a series of TV spot announcements and supportive booklets on individual parenting topics. Abundant marketing data could be cited to substantiate the success of commercial spots on television in generating interest in particular products. Many non-commercial concerns, among them the National Safety Council, Care, the United Way, and the Church of Latter Day Saints, regularly used TV public service announcements as promotional devices. The TV spot broadcast as a public service announcement clearly could be an effective method of disseminating parenting information since it possesses several advantages over other television formats: (1) relatively small production costs, (2) accessibility to free commercial broadcast, and (3) the potential for greater audience exposure through repeated airing and an "unbounded" broadcast schedule.

2. Conceptual Design

Conceptual design is concerned with the development of various aspects of the selected strategy. The objectives of the conceptual design stage are the identification of various components and elements of the solution strategy and the development of a model of elements and activities sequenced to achieve the objectives of the project.

Steps usually included in the process of conceptual design are as follows:

- Specification of the solution strategy chosen in Stage One of development.
- Identification of a theoretical framework for a model which will implement the selected solution strategy.
- Identification of the elements and activities in each component of the model.
- Description of the scope and sequence of goals for each component.
- Specification of the resources which will be required.
- Delineation, with appropriate documentation, for the model in its entirety.

The development of new TV spots and booklets was built upon the findings of and the ECP response to the 1973 Context Analysis Study.

New product development also followed the development and testing of a series of 10 television spot announcements and booklets. In November 1976, the ECP contracted with a marketing research firm, Marketing and Research Counselors, Inc., (M/A/R/C) in Dallas, Texas to conduct a Needs Assessment with samples of low-income Anglo, Black, and Mexican American parents of preschool children. The objectives of this study included:

(1) To determine which parenting topics are considered important by low-income parents of young children.

(2) To determine on which parenting topics low-income parents feel they have the most knowledge and skill.

(3) To determine on which parenting topics low-income parents feel they need to have additional knowledge and skill in, with respect to becoming more effective parents.

(4) To determine which kinds of material formats are preferred and best suited to convey information to the target audience parents.

(5) To determine what parenting needs, if any, are peculiar to each of the target audience groups, i.e., Blacks, Mexican Americans, Anglos.

(6) To determine similarities and differences, if any, between urban parent concerns and needs and those of rural parents.

(7) To determine what methods are most effective in providing follow-up information and assessment of parent utilization of acquired parenting knowledge and skills.

(8) To identify informational material language preferences with respect to materials produced for use by parents.

(9) To draw from the needs assessment participant information about a set of topics and strategies for developing and producing new materials which increase parenting knowledge and skills of low-income parents of preschool children.

The Needs Assessment study was conducted by M/A/R/C in the form of a series of focus group interviews with discrete samples of participants. The ECP chose the focus group technique for the Needs

Assessment in view of the qualitative rather than quantitative information that this technique can provide. Table 2 illustrates the groups used for the study.

TABLE 2

NEEDS ASSESSMENT FOCUS GROUPS

Type of Participant	City	Number of Participants
Urban Black Women	Dallas	10
Urban White Women	Dallas	11
Urban Black Men	Dallas	11
Rural Black Women	Corsicana	14
Urban Mexican American Women	Houston	9
Rural Mexican American women	Harlingen	12

M/A/R/C reported seven parenting topics as being considered important by the focus group participants:

- The husband/wife relationship as it relates to having children
- Eliminating or reducing the burden and hassle of rearing children
- Discipline
- Teaching young children about sex
- Questions and communication
- Child development
- Health and safety

By way of summation, the researcher recommended that the ECP develop its new parenting products around four key topics of concern to low-income parents: (1) Husband/Wife Relationship, (2) Reducing the Hassle of Raising Children, (3) Sex Education, and (4) Discipline.

A more detailed presentation of M/A/R/C's conclusions and recommendations regarding the ECP Needs Assessment is included in Appendix A2.

In response to these recommendations, the ECP chose to develop its new WU II and WU III products on the topics of "Discipline" and "Family Roles and Relationships" ("FR&R") and to incorporate aspects of the other two topics within the content approaches. In addition, WU II chose the topic of "Respeto en la familia" for a third Multimedia Training Package based on the Design Test comments of Mexican American participants. WU II staff developed content outlines for "Discipline" and "FR&R." The outlines were reviewed in-house and by external consultants, then revised accordingly. A complete discussion of the content outlines, the review and revisions can be found in the WU II Final Report.

3. Product Design/Design Test

The third stage of the development process, product design, is concerned with converting all existing research, studies, conceptualization, and specification into an initial version of a developmental product. The objective of this stage is to produce a workable product which incorporates specified elements and which includes enough content of sufficient quality to be ready for testing.

The steps in the process of product design are as follows:

- Conversion of the model delineated in Stage Two and the related decisions into specifications of objectives for each component and each element.
- Designation, in writing, of the elements and activities necessary to attain the objectives.
- Specification of materials, equipment, staff (number and skills), and any special arrangements required for the activities.

- Delineation of anticipated costs, and consolidation of costs into appropriate budget categories.
- Integration of activities into a schedule that permits their sequential development.
- Production of an initial version of the product, using available skills to combine objectives, specifications, and elements.

Product Development Objectives were identified by WU III staff for each topic respective to the product formats of TV spot announcements and supportive printed booklets. The "Discipline" TV spots were to be designed to increase awareness of the general topic among the target audience by: (1) portraying examples of unresolved discipline situations, (2) encouraging parents to take advantage of opportunities to positively influence their young children's behavior, and (3) offering a source of more information (booklet) to parents on positively influencing young children's behavior through discipline techniques. The "Discipline" booklet was to be designed to support all three of the "Discipline" TV spots and to increase awareness among the target audience of four discipline techniques for positively influencing young children's behavior: (1) listening to children, (2) setting limits, (3) using rewards praising children, and (4) using punishment.

The "FR&R" TV spots were to be designed to increase target audience awareness of the general topic by: (1) portraying examples of positive influences parents can exert on their young children's sexual development and their role and sex identification, (2) encouraging parents to take advantage of daily opportunities for positively influencing their young children in these areas, and (3) offering a source of more information (booklet) to parents on positively influencing their young children in the areas of sexual development and role and sex identification. The "FR&R" booklet was to be designed to support all three of the "FR&R" TV spots and to provide additional information in these areas on recommended parenting practices and child-rearing skills.

Experience and research with previously developed POSITIVE PARENT TV spots prompted the ECP to make certain modifications in the design and development of the new TV spots and booklets. First, in order to increase audience identification with the spots, the new spots would be developed in three cultural versions--Anglo, Black, and Mexican American--for each of the two new topics. Second, all of the new spots would be designed around realistic, everyday situations identifiable to the target audience. Third, a design test was used during the Product Design Stage to allow samples of the target audience to suggest and rank situations relating to "Discipline" and "FR&R." Scripts would be prepared for each cultural spot version appropriate to the top-ranked situations. Fourth, and finally, only one broadcast evaluation phase, a Pilot test, would be implemented during the funding period for the new products.

Situations suitable for production as "Discipline" or "FR&R" TV spots were solicited from Anglo, Black, and Chicano WU III staff. These situations were presented as culture-free as possible. In addition, the situations were written to support the Content Outlines for "Discipline" and "FR&R" and to complement the Development Objectives for each topic. Five situations were prepared for "Discipline" as follows:

(a) Broken Cookies

(b) Dude

(c) Go Fly a Kite

(d) Toilet Paper Trail

(e) Many Colors.

Ten situations were prepared for "FR&R." These situations according to their predominate motif included:

(a) Grandfater and grandson

(b) Bicycle lessons

(c) A family argument over the car

(d) Pretending

(e) Tag-along

(f) Playing doctor

(g) A family meal

(h) The visit

(i) "Where did I come from?"

(j) Copying Mom and Dad

Design test instruments were structured around these situations and applied to groups of the target audience. Results from the Design tests and recommendations from WU II staff and SEDL Media and TV/Film staffs were used as a basis for ranking, revising, and assigning ethnicity to the situations prior to their production as TV spots. These revisions are presented in Appendix A3,4. Final selection of the situations are presented in Table 3.

TABLE 3

SITUATIONS SELECTED FOR NEW TV SPOTS

"Discipline"

Anglo	Broken Cookies
Black	Toilet Paper Trail
Mexican American	Many Colores

"Family Roles and Relationships" (FR&R)

Anglo	A, G, J
Black	B, C, H
Mexican American	D, I, E

Television production scripts were prepared, reviewed, and revised in-house, incorporating the selected "Discipline" and "FR&R" situations. The scripts were produced either on location or in SEDL's studios and then edited in-house. The result was six, 30-second TV spot announcements in three "Discipline" cultural versions and three "FR&R" cultural versions. The three "Discipline" spots were edited as taped, i.e., as single, self-contained situations with on-camera dialogue. The "FR&R" spots, on the other hand, were edited as montages, i.e., spots composed of several situations. Each "FR&R" spot version was edited from five situations, the three situations produced for a single ethnicity and one each from the other two sets of ethnic situations. The result was three "FR&R" spots, each edited as a multicultural montage with focus on a particular ethnic group.

SPOT VERSION	COMPOSITION OF SITUATIONS
MONTAGE A (Anglo)	A, I, G, C, J
MONTAGE B (Black)	B, D, C, G, H
MONTAGE C (Mexican American)	D, H, I, A, E

Concurrent to the design and scripting of the spots, supporting booklets on "Discipline" and "FR&R" were also developed. Content outlines were used as a basis for drafting booklet content. Successive drafts were reviewed by the ECP staff and compared with the content for the WU II Multimedia Training Packages on "Discipline" and "FR&R." Photographs to accompany the booklet texts were scheduled as a part of the production of the TV spots. Design and lay-out for the booklets was completed by the SEDL Media Division under the supervision of the ECP. The lay-outs were reviewed and revised and the booklets printed locally in late summer, 1977.

External consultants were scheduled by the ECP during the month of October 1977 to review and critique the new TV spots and booklets with regard to three areas of concern:

I. Advertising, Production, and Marketing Design

II. Communication Research

III. Product Content and Audience Appeal

Local consultants were identified for each of these concerns. The consultants are presented in Appendix A5. Major questions of interest were prepared by WU III staff for each of the concerns. These questions are presented in Appendix A6.

The consultants generally praised the spots and booklets for their complementary design; high production quality; ease of comprehension; realistic portrayal of audience representatives and identifiable, everyday situations; non-patronizing messages, careful attention to detail; and overall product appeal. There were some suggestions for minor revision in booklet copy. One consultant critiqued all of the "Discipline" spots as generally atypical for low-income parents; a second consultant would have preferred a stronger call for action at the end of two of the "Discipline" spots. Interestingly, this same consultant expressed the opinion that the "FR&R" spot versions were "superior" to the "Discipline" versions in that "it is easier to sell someone on loving his or her child than on how to positively deal with the negatives of discipline or punishment." In contrast, a third consultant suggested that the "FR&R" spots seemed more self-contained and therefore might not evoke as great an audience write-in response as the "Discipline" spot versions.

In addition, the consultants expressed some concern with the communication model employed for the products. It was felt that the spots were perhaps too short to substantially engage the television viewer sufficiently to motivate a written response. Moreover, the requirement for write-in response was felt to be a serious impediment for the low-income audience. In view of these concerns, one consultant went so far as to suggest an alternative communication model which utilized the TV spots in a different role.

Finally, the research design employed for the Pilot test of the "Discipline" and "FR&R" spots was seen as adequate for measuring only a single type of behavioral response to the spots. The major problem as expressed by more than one consultant was the unaddressed need to determine the overall reach of the spots, especially among members of the target audience. On the other hand, the consultants were in general agreement that the products addressed important topics of significant interest and/or need for the target audience and furthermore, they possessed the potential for even other uses in parent education. The complete text of all of the consultant reviews is presented in Appendix A7.

4. Pilot Test

Pilot test, the fourth stage of the development process, is usually carried out under controlled conditions in selected sites close to the Laboratory and is inplemented by the product and/or test developers. The objective of this stage is to test, evaluate, and amend individual products to improve them and to enhance the potential value of the learning systems in which they will be used.

Steps included in Pilot test are as follows:

- Specification of procedures to meet designated needs of each target population to be included in the test.
- Designation of a feedback evaluation system.
- Conduct of a tryout for a cycle of time appropriate to the nature of the test product.
- Refinement of the product according to the results of the tryout.

The new WU III TV spots and booklets were scheduled for Pilot test in September and October 1977. For the sake of data control and efficiency of campaign implementation, test markets in Texas were chosen for the broadcast campaigns. With special regard to the design of the new spots, the principle criterion for market selection was the percentage of minority population residing within the

Standard Metropolitan Statistical Area (SMSA) of the test markets. Additional market demographics were also considered. Three pairs of test markets were selected:

(1) Beaumont/Port Arthur - Waco/Temple

(2) Corpus Christi - El Paso

(3) Houston - Austin

Data profiles for these markets are presented in Appendix A8.

TV spot versions were matched to the test markets in the following manner: in each market pair, the markets were randomly assigned to either the "Discipline" spots or to the "FR&R" spots. As a result, the markets of Beaumont/Port Arthur, Corpus Christi, and Houston were assigned the "Discipline" spots; while the markets of Waco/Temple, El Paso, and Austin received the "FR&R" spots. Additionally, the spots were scheduled so that the Anglo versions of both spots would air during the first two weeks of the campaign, and one or both of the minority versions would air during the final two weeks of the campaign. The broadcast test design for the new spots is presented in Table 4.

WU III staff directly implemented these Pilot tests. Programmers at all TV stations within the test markets were contacted and asked to participate. Cooperating stations agreed to follow the broadcast schedule and to furnish exposure data at the end of the campaign. SEDL disseminated free booklets to all respondents and analyzed all broadcast exposure and audience response.

TABLE 4

PILOT TEST DESIGN

FOR NEW POSITIVE PARENT SPOTS

Market Pairs	Campaign I (9/17-9/30/77)	Campaign II (10/1-10/14/77)
Beaumont/Port Arthur ("Discipline")	BROKEN COOKIES	TOILET PAPER
Waco/Temple ("FR&R")	MONTAGE A	MONTAGE B
Corpus Christi ("Discipline")	BROKEN COOKIES	MUCHOS COLORES
El Paso ("FR&R")	MONTAGE A	MONTAGE C
Houston ("Discipline")	BROKEN COOKIES	TOILET PAPER & MUCHOS COLORES
Austin ("FR&R")	MONTAGE A	MONTAGE B & C

C. PROBLEMS ENCOUNTERED AND RESOLUTIONS

1. Product Design/Design Test

Due to conflicts in the SEDL TV/Film Division's production calendar, the "Discipline" and "FR&R" TV spots were not taped and edited until late in the funding period. This production delay in turn meant a delay in conducting post-production reviews by consultants and a sample of the target audience.

In view of the compressed time frame following production, consultant reviews of the new TV spots and booklets were conducted concurrent with the Pilot testing phase. Since a sample of the target audience had previously selected situations for spot production during Design test, only the consultant reviews were scheduled for the post-production critique. Furthermore, in order to achieve the fullest review possible, several types of consultants were utilized to apply a broad assessment to the products.

2. Pilot Test

Two problems resulted from the Pilot test stage. First, station reports of broadcast exposure for the spots was retrieved in varying degrees of specificity and only with some difficulty. Second, the consecutive delay already mentioned for the Product Design/Design test stage were passed on to the Pilot test phase. As a result, the time factor required a compromise between separating broadcast of the spot versions and airing each version for a preferred period of four weeks. In addition, the schedule delay also minimized the opportunity following Pilot test for product revision.

WU III staff retrieved the station broadcast data by phone and mail in order to minimize lag time following the end of the broadcast campaigns. Regardless of the generality or specificity of this data, procedures were derived in order to use the Arbitron reports to correlate estimates of viewing audience. The problem of the time factor conflicting with the preferred test design was resolved by reducing the broadcast period for each spot version from four to two weeks and omitting the dead period. Stations were monitored closely to determine if the airing schedules for the spots had been followed. All stations reported that the schedules had been followed. Finally, it was not deemed necessary to revise spots since the majority of consultants approved them as is. Suggestions for revision of the booklets, on the other hand, were collected and will be incorporated into the copy prior to any marketing effort for the new products.

III. Description of Continued Development with Existing Products

A. PRODUCT DESCRIPTION

WU III test and evaluation activities conducted during the current funding period also utilized previously produced (2/1/74-7/31/76) POSITIVE PARENT products. These products include eleven (11) color television spot announcements, each in 30- and 60-second videotape versions, and ten (10) supportive printed booklets. All of the POSITIVE PARENT products are keyed to separate parenting topics identified as appropriate for low income Anglo, Black, and Mexican American parents of preschool children; one topic has been developed for low income, bilingual Spanish-speaking parents of preschool children. Table 5 sets forth the existing TV spots with accompanying booklets.

TABLE 5

EXISTING POSITIVE PARENT PRODUCTS

	TOPIC/BOOKLET	TV SPOT
1)	"Read to Your Child"	HOUSEWIVES/CLAY
2)	"Expect the Best from Your Children"	SPILLED MILK
3)	"Talking with Children"	NOBODY LISTENS
4)	"Pay Attention to Your Children"	IT'S MONSTROUS
5)	"Praise Your Children"	SMASHED GLASS
6)	"Practice What You Teach"	THOSE OL' CIGARS
7)	"Be Consistent"	BEDTIME
8)	"Children Learn by Watching and Helping"	BREAKFAST
9)	"Help Your Children Cope with Frustration"	PANCAKES
10)	"Los niños aprenden mirando y ayudando"	LA FAMILIA

B. DEVELOPMENT PROCESS NARRATIVE

The development of existing POSITIVE PARENT products utilized the Content Analysis and Conceptual Design stages previously discussed for new product development in Chapter II. Pilot Tests for all of the existing products were conducted by SEDL in selected Texas television markets during the previous funding period. Field Tests, however, were conducted for only 3 of the 10 sets of spots and booklets during that period. Therefore, during the current work effort, the remaining 7 sets of POSITIVE PARENT products were Field Tested and a marketing plan was designed and initiated for all of the existing products.

1. Field Test/Longitudinal Broadcasts

Field Test is the large scale parallel testing of a working system, taking place under the supervision of a test facilitator and with the participation of the product developers. The objectives of Field Test are: (1) to determine the ultimate utility and viability of the system under test, and (2) to facilitate marketing and diffusion of the system by measuring its effectiveness, cost, endurance, and potential and by ascertaining the effects upon the system of the many variables existing in a natural environment.

Steps included in the Field Test stage are as follows:

- Determination of basic purposes of the test and subsequent areas of investigation.
- Compilation of various test requirements to facilitate the development of a test plan.
- Formulation of a specific test plan by applying the requirements to real-life situations, ensuring that all relevant information is incorporated.
- Inclusion in the test plan of provisions for obtaining whatever information will be necessary or useful in the marketing and diffusion of the test product.

- Consideration of the various factors relevant to site selection, and selection of each test site to incorporate all mandatory factors and a number of desirable ones.
- Negotiation of arrangements with test sites.
- Scheduling of test activities in advance, with appropriate lead time allowed for each activity.
- Provision of preliminary training necessary for site personnel who will be working with the test product.
- Determination of procedures for collecting evaluative information throughout testing, for organizing the information, and for analyzing it.
- Conduct of the test.
- Issuance of periodic reports as appropriate and preparation of comprehensive evaluative report at termination of testing.
- Establishment of procedures for revising the test product as necessary and for incorporating the revision into the ongoing test.
- Formulation of plans for marketing and diffusion of the product following successful completion of the Field Test.

Preliminary to conducing Field Test and Longitudinal Broadcast of the previous TV spots, the ECP identified criteria for the selection of test markets. The majority of these criteria dealt with demographic considerations appropriate to the intended target population of POSITIVE PARENT. The market criteria included:

(1) ADI[1] rank by total number of television households (TVHH's)
(2) Total SMSA[2] population

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[1] Area of Dominant Influence or ADI is the designation used by Arbitron Television to denote the counties and TVHH's served by a group of television stations. Arbitron breaks down the country into 207 ADI's.

[2] Standard Metropolitan Statistical Area or SMSA as designated by the U.S. Bureau of the Census.

(3) Number and percent of minorities residing within SMSA

(4) SMSA Median Income

(5) SMSA Mean Income

(6) Number and percent of total SMSA population below poverty level

(7) Number and percent of SMSA minority population below poverty level

(8) Comparison of SMSA and ADI size

Consideration of these criteria and market regionality prompted ECP to initially choose 13 pairs of matched test markets. Additional consideration of the several market characteristics and the particular POSITIVE PARENT spots which were to be Field Tested led WU III staff to a final selection of markets. The market pairs included:

(1) Sacramento, CA - San Diego, CA

(2) Memphis, TN - Birmingham, AL

(3) Augusta, GA - Columbus, GA

(4) Fresno, CA - Albuquerque, NM

POSITIVE PARENT TV spots were assigned to the Field Test market pairs to permit the two spot/two market flip-flop test design presented in Table 6. Jacksonville and Orlando, FL were selected as Longitudinal Broadcast Markets. A series of six individual TV spot campaigns were scheduled for concurrent implementation in the two Longitudinal markets according to the test design presented in Table 7.

TABLE 6

POSITIVE PARENT FIELD TEST DESIGN

Market Pair	Campaign I (4/16-5/13/77)	Campaign II (5/28-6/24/77)
Sacramento, CA	THOSE OL' CIGARS	IT'S MONSTROUS
San Diego, CA	IT'S MONSTROUS	THOSE OL' CIGARS
Memphis, TN	BEDTIME	SMASHED GLASS
Birmingham, AL	SMASHED GLASS	BEDTIME
Augusta, GA	PANCAKES	BREAKFAST
Columbus, GA	BREAKFAST	PANCAKES
Fresno, CA	LA FAMILIA	
	LA FAMILIA	

TABLE 7

LONGITUDINAL BROADCAST TEST DESIGN
ORLANDO & JACKSONVILLE, FL.

Campaign	Date	Spot
I	01/29-02/25/77	SMASHED GLASS
II	03/05-04/01/77	PANCAKES
III	04/09-05/06/77	HOUSEWIVES
IV	05/14-06/10/77	SPILLED MILK
V	06/18-07/15/77	BREAKFAST
VI	07/23-08/19/77	THOSE OL' CIGARS

ECP identified state and local education agencies, community and parenting centers to serve as Liaison Agencies for the implementation of the broadcast tests. These agencies are presented in Table 8. All agencies were sent project orientation materials in order to clarify campaign responsibilities. A facsimile of these materials is presented in Appendix B2. Each agency agreed to identify a campaign facilitator to coordinate all local project activities, to provide a local mailing address to which audience write-in response to the spots could be directed, to forward this response to SEDL, and to secure the cooperation of local TV stations at the beginning of the project in following the broadcast campaign schedule for the spots and in providing station exposure data for the TV spots at the close of the campaigns. In return, SEDL agreed to train the agency facilitator in implementation strategies, identify the sponsoring agency and local response address in the closing tag of the spots, reproduce sufficient dubs of the spots for all participating market stations, mail out booklets to all campaign respondents, and analyze all campaign data. Field Tests were implemented during mid-April through early July 1977. The Longitudinal Broadcasts aired late January through mid-August. Pre- and post-assessments were conducted by SEDL with the Liaison Agencies in all sites.

TABLE 8

LIAISON AGENCIES FOR FIELD TEST AND LONGITUDINAL BROADCASTS

San Diego	San Diego Community College
Sacramento	Sacramento City Unified School District
Fresno	Community Council Community of Fresno & Fresno Unified School District
Albuquerque	New Mexico Committee on Children & Youth
Memphis	Memphis City Schools
Birmingham	Parent Education Program Birmingham City Schools
Columbus	Muscogee County Schools & Georgia State Department of Education
Augusta	Richmond County Schools & Georgia State Department of Education
Orlando	Parent Resource Center Valencia Community College
Jacksonville	Parent Support Center & Consortium to Aid Neglected and Abused Children

2. Marketing and Diffusion

Marketing and Diffusion, the sixth and final stage of the development process, follows completion of development of all components of an educational system or product. The objective of marketing and diffusion is to formulate and implement a plan for installing the product. In the case of a complete learning system, the plan must explain how different subsystems fit together and how they can be combined so that their relationships to each other and to the system as a whole are clear.

Although marketing and diffusion is considered a discrete stage in the Laboratory's product development process, and although most of the effort normally occurs following field testing, the planning and coordination of marketing and diffusion may actually begin as early in the process as product design. Specific steps involved in Stage Six, not all of which can await completion of Field Testing, are as follows:

- Contacting publishers and vendors to explain the developmental product and to solicit their interest in, and inputs to, the development.
- As the product develops and takes shape, entering into negotiations with publishers and vendors which will lead to a contract with one of them.
- Determination of the product's satisfactory attainment of its objectives.
- Determination of the economy, practicality, and general usefulness of the product.
- Making of printing, copyrighting, and staff training arrangements, and of any other arrangements or contracts necessary to widespread diffusion of the product.
- Examination of the various factors which could affect the rate of adoption of the product.

- Identification of likely innovators or early adopters.
- Notification of agencies involved in testing of the product concerning its readiness for widespread use.
- Compilation of all supporting data on the validity and reliability of the product.
- Preparation of reports, brochures, abstracts, news releases, magazine articles, and other publicity directed toward a general audience of potential users.
- Dissemination of the product to the ultimate users.
- Continuing follow-up on the product or system to assure its continuing utility, revising it or withdrawing it from the market should it begin to become obsolete.

It was SEDL's original intention to design a non-profit marketing plan for the POSITIVE PARENT products. To this end, discussions were initiated with publishers, and SEDL attempted to further define both the potential market for the products and the size of the potential market demand.

During the course of the publisher contacts it became apparent that the POSITIVE PARENT products could be marketed at cost (thereby allowing the lowest per unit price) only if SEDL would, in effect, act as its own publisher. Permission was sought and received from the funding agency for SEDL to pursue such a non-profit marketing effort, and ECP began to design a marketing program for the POSITIVE PARENT products in the Fall of 1976.

In the course of designing and developing such a marketing plan, the ECP considered the function and interaction of the following types of factors: pricing scheme, reproduction arrangements, management of inventory, promotional strategies, packaging requirements, distribution mechanisms, billing policies and an accounting system.

The first step was to specify the market for the POSITIVE PARENT products. Various types of state, county, and local agencies and programs in the Austin vicinity were identified, as serving parenting populations and/or as being potentially interested in parenting materials. The ECP surveyed these agencies for their critical review and consumer interest in the POSITIVE PARENT products. A list of the surveyed agencies is presented in Appendix C1.

On the basis of the market survey results, SEDL projected an initial printing of 200,000 booklets. Project costs were computed, and a break-even price index for the booklets was determined. Bids were obtained from several local printers, and contracts were awarded to two printers on the basis of lowest bid. Twenty thousand copies of each of the ten POSITIVE PARENT titles were delivered to SEDL in late May, 1977.

In similar fashion, the ECP and the TV Division designed an at-cost reproduction and pricing strategy for the POSITIVE PARENT TV spots. Unlike the booklets, no initial spot inventory was established, since it was not possible to project potential demand for the spots and there would be virtually no cost break in a large volume of spot reproduction.

Contacts were initiated with other states to facilitate the identification of potential consumer groups, similar to the cross-section of agencies identified for the Austin survey. The specification of these groups produced a national listing of over 2,000 potential consumers. In addition, national organizations and publishers with a focus on parenting, early childhood development, children and family were also identified. A list of these groups is presented in Appendix C2.

To facilitate promotion of the POSITIVE PARENT products, a flyer was designed by the SEDL Media Division under the supervision of the ECP. Price lists and order forms were printed to be inserted in the flyers. These promotional pieces are presented in Appendix C3. In addition, preview sets of booklets, preview cassettes of the TV spots, and a news release were prepared to distribute to potential consumers. A copy of the news release is presented in Appendix C4.

With the production inventory in place and the promotional strategies assigned and prepared, ECP set out to initiate the marketing of POSITIVE PARENT on a national scale. The marketing plan included three phases: (1) local agencies were recontacted and mailed the promotional materials; (2) a direct, mass-mail strategy of the promotional materials was conducted with the 2,000+ entries contained in the National Listing of potential consumers; and (3) copies of the promotional materials, the news release, a preview set of the booklets, and a cover letter were direct-mailed to the national organizations. Product sales commenced on June 1, 1977. Agencies in the Austin area were contacted in early June. The direct mail strategies for various state and national agencies were implemented in June and July. During the remainder of the funding period, ECP continued to revise and update the National Listing, to respond to requests for preview of the cassettes and booklets, and to process POSITIVE PARENT orders.

C. PROBLEMS ENCOUNTERED AND RESOLUTIONS

1. Field Tests/Longitudinal Broadcasts

SEDL initially sought to identify Liaison Agencies for the Field Tests and Longitudinal Broadcasts by contacting State Departments of Education. While all SEA's were initially interested, only two eventually committed to the project. Discussions with all of the SEA's extended over several weeks causing a moderate delay in identifying campaign sponsors. During the course of the campaigns, virtually all of the sponsoring agencies were tardy in forwarding data to SEDL. These delays consisted of a few weeks to a few months and generally hampered WU III staff in monitoring the campaign tests, in providing feedback of preliminary campaign analysis to the agencies, and in SEDL efficiently disseminating booklets to respondents.

Following the decision of several SEA's not to act as campaign test sponsors, SEDL contacted local education agencies (LEA's) and inquired after local parenting program efforts. These sources reviewed SEDL's proposal and efficiently responded with project commitment. WU III staff dealt with the delays in receiving the campaign data by maintaining more frequent phone and mail contact with the campaign facilitators, by suggesting alternative data gathering procedures to the facilitators, and by retrieving some data as necessary by phone rather than by mail.

2. Marketing and Diffusion

WU III staff did not adequately anticipate the initial complexity of designing and initiating a marketing effort for the POSITIVE PARENT products. Although the local marketing survey was conducted in late Fall, 1976, the product inventory was not established and sales were not initiated until the following June. As a result, the first seven months of the milestone were spent in planning and initiating the marketing effort. This left only five months to promote the products and respond to orders. During the marketing planning effort, SEDL attempted to maintain close contact with all local agencies that had expressed consumer interest in the POSITIVE PARENT products. As a result, several local groups did indeed purchase the products. WU III staff dealt with the brief sales period by implementing direct mail strategies and especially targeting promotion to large state agencies and national organizations.

IV. New Product Testing and Results

A. PRODUCT DESIGN/DESIGN TEST

1. Evaluation Design

The purpose of the Design Test phase of new product development was to provide the basis for selection of situations around which to develop the "Discipline" and "FR&R" television spot announcements. This was to be done by having the test participants rank the situations according to preference. The rankings of the situations, in turn, were to be analyzed to yield a scale of preferences per ethnic group. Production decisions leading to the development of three television spot versions per topic, representing Black, Anglo, and Mexican American approaches, would be based upon these findings.

2. Instrumentation

The instruments developed for Design Test of the "Discipline" and "FR&R" situations are included in the pages that follow.

3. Data Collection and Analysis

Samples of the target audience were invited to SEDL on successive nights between March 7-10 to participate in the Design Test phase of new WUIII product development. Design Test instruments were applied to two separate multi-ethnic samples of the target audience to identify the "Discipline" and "FR&R" situations for production. "Discipline" participants were asked to rank 5 different situations as potential television spots. "FR&R"

SITUATIONS FOR TV SPOTS (QUESTIONS TO BE READ ORALLY)

DISCIPLINE

Design Test (March 7-10, 1977)

What is your code number? _______

A. Below are five situations. Please take a few moments to read them.

Rank

____ Title: Broken Cookies

Mrs. Gage is shopping with her daughter, Carolyn, who is 4. Carolyn keeps getting in her mother's way. When they are nearly finished, Carolyn grabs a box of cookies off the shelf. "I want these," she says. "Put them back," says her mother. Carolyn keeps holding the cookies. "But I want them," says Carolyn. "Look," says Mrs. Gage, "Put them back. We can't buy anything else." Carolyn gets mad. She sits on the floor and screams. "Get up from there," her mother says. Angrily, she jerks Carolyn to her feet. Carolyn throws the cookies on the floor. The package breaks open, and cookies roll everywhere.

____ Title: Dede

Mrs. Grant is talking with her friend, Mrs. Tucker. Her daughter, Dede, who is 2-1/2, keeps pulling on her mother's arm. Mrs. Grant pays no attention. Then, she asks Dede, "What do you want?" Dede won't answer, but keeps pulling on her mother's arm. Finally, her mother tells her to go away so she can visit with her friend. Dede walks a few steps away and starts to whimper. "Now, don't do that," says her mother. "You go play." Dede continues to whimper. "I told you to stop that. If you don't stop, I'm sending you to bed!" her mother says in an angry voice. Dede starts to cry. "Dede, go to bed," her mother snaps. Finally, Mrs. Grant gets up and pulls Dede down the hall to the bedroom. As she slams the bedroom door, Mrs. Tucker can hear her angry voice.

____ Title: Go Fly A Kite

Mr. and Mrs. Morales are watching a football game on television. Their two sons keep coming in and out the front door. The parents try to ignore them, but the boys are very noisy. Michael, who is 6, comes in and asks his father for some string. "Go look in the kitchen," says Mr. Morales. Michael goes into the next room. Then Paul, who is 4, comes in. "Michael, I found a stick," he yells. Both parents are getting angry. Michael and Paul run back outside, letting the door slam. Then, Michael comes back and asks his father, "Where are some old rags? We're building a kite," he says. Mr. Morales loses his temper.

____ Title: Toilet Paper Trail

Jennifer, 3, and Robbie, 5, have been playing outside. They go into the bathroom to wash their hands. When they can't find a towel, Robbie starts to dry his hands on the toilet paper. Jennifer does the same, and they start pulling the toilet paper off the roll. Robbie winds some toilet paper around his hands. He runs into the hall, pulling toilet paper behind him. Jennifer runs after him, giggling. They drag yards and yards of toilet paper down the hall. Just then, their mother walks in. She sees a trail of toilet paper leading from the bathroom into the kitchen.

____ Title: Many Colors

Phillip, 6, and Carmen, 4, are coloring in the bedroom. Phillip puts his hand on the wall, and starts to trace around it. Carmen sees what he is doing, and starts to do the same. They trace their hands and arms on the wall with crayons. Both of them think it's fun. Then their brother, Daniel, who is 8, walks in. "Oh, is Mom going to be mad at you," says Daniel. Phillip and Carmen get scared and run outside. A few minutes later, their father walks into the bedroom and sees their crayon marks all over the wall.

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What is your code number? __________

Rank

B. Would you please think of another discipline situation and write it in the space provided here.

____

C. We would like you to rank the six situations (1 through 6). Place a 1 beside the situation above that you are most interested in seeing a TV spot made about, and a 6 beside the situation that you are least interested in seeing a TV spot made about. Be sure to rank all the situations.

D. Please answer this question. Why was the situation you ranked Number 1 your favorite?

E. We are going to produce three TV spots on the topic of Discipline. One will have Black actors, one will have Mexican-American actors, and one will have Anglo actors. Do you have any ideas about language, family characteristics, or anything else that would help make the TV spot relate to your culture?

F. Do you have a TV in your home? (Circle one) No Yes

How many hours a day do you watch TV? ______________________

Thank You

SITUATIONS FOR TV SPOTS (QUESTIONS TO BE READ ORALLY)

FAMILY ROLES AND RELATIONSHIPS

Design Test (March 7-10, 1977)

What is your code number?__________

1. Below are 10 ways that children can watch and learn in the family. Please take a few moments to read each one. For each situation, circle your answer to two questions: (1) Does this happen in your home? and (2) Could this happen in your neighborhood?

	Does this happen in your home?	Could this happen in your neighborhood?
(A) Peter is 4 and has no father. Peter's mother lets him frequently spend the day with his grandfather. Together, they go to the park, play with Peter's toys, and sometimes go for a walk. Peter likes to be around his grandfather.	Yes No	Yes No
(B) Marcia is 6. Her father is teaching her to ride a bike. Each day when he gets home, they practice on the driveway.	Yes No	Yes No
(C) When both of Chuckie's parents need to use the car, they sometimes end up fighting. Neither parent wants to give in. They usually don't notice when Chuckie is in the room while they are arguing.	Yes No	Yes No
(D) Rita and Leticia like to play in the vacant lot across the street. They pretend they have a house under the tree. Rita pretends that she's the mother and Leticia is the neighbor who comes to visit.	Yes No	Yes No
(E) Sharon likes to tag along when her brother, Bill, goes to see his friend Johnnie. The boys will usually let her play with them. Lately, her mother has discouraged Sharon from participating in their games. She has told Sharon "that's not what little girls do."	Yes No	Yes No
(F) Mark's mother has repeatedly found Mark "playing doctor" with his next door neighbor, a girl named Jennifer. The mother has not said anything to her 5-year-old son, but has decided to start explaining to Mark about sex.	Yes No	Yes No

	Does this happen in your home?	Could this happen in your neighborhood?
(G) Alicia's mother and father both work. Sometimes her mother cooks supper, and sometimes her Dad does. It depends on who gets home first. Each parent lets Alicia help. Now that she's six, she can set the table and get out some of the dishes.	Yes No	Yes No
(H) Martita is 3. When her aunt comes to visit, her aunt will talk to her and play with her for a while. Having a grown-up notice her makes Martita feel important.	Yes No	Yes No
(I) Daniel is 4. The other day, Daniel asked his mother, "Where did I come from?" His mother hurriedly turned away and told Daniel to go play outside.	Yes No	Yes No
(J) Craig is 3 and likes to try to fit his feet into his father's shoes. Craig also likes to help his mother when she works in the yard. Sometimes, he will use her trowel and pretend he's doing what he has seen her do.	Yes No	Yes No

2. Please give us a situation like those above where your child learned something by watching you or a member of your family.

What did your child learn?

3. Can you give us an example of something you or a member of your family has tried to teach your children?

How did you try to teach it?

4. We are going to produce three TV spots on the topic of Family Roles and Relationships. One will have Black actors, one will have Mexican-American actors, and one will have Anglo actors. Do you have any ideas about language, family characteristics, or anything else that would help make the TV spot relate to your culture?

5. Do you have a TV in your home? (Circle one) No Yes

How many hours a day do you watch TV? ____________________

Thank You

participants were asked to rate 10 different situations independently as potential television spots on the basis of whether the situations occurred in their homes or could occur in their neighborhoods. Data for each instrument was collected and analyzed independently for each ethnic sub-sample of the test participants. Statistical quotients were computed for the "Yes/No" responses to the "FR&R" instrument and used as a basis for ranking the 10 situations according to ethnic sub-sample.

4. Results

A total of 21 respondents completed the "Discipline" Design Test instrument; 19 respondents completed the "FR&R" instrument. As can be seen from Tables 9 and 10, the results were not clear cut. Among the "Discipline" situations, BROKEN COOKIES and GO FLY A KITE tied as the top-ranked Anglo situation, TOILET PAPER was top-ranked by both Black and Mexican American respondents, and DEDE and MANY COLORS tied as alternative Mexican American preferences. Among the "FR&R" situations, there were ties between several situations within a respondent group (Black and Anglo) and disagreement of preference per situation across all respondent groups.

5. Conclusions

Using the Design Test findings as a basis, WUIII staff solicited recommendations from ECP and media production staffs to clarify the results and then proceed with design and production

TABLE 9

OVERALL RANKING OF "DISCIPLINE" SITUATIONS

BY PARTICIPANT GROUP

Participant Group/ # in Group	Overall Rank	Mean Ranking	Spot Situation
Anglo (6)	1	2.5	Broken Cookies Go Fly A Kite
	3	2.67	Dede
	4	3.5	Many Colors
	5	4.17	Toilet Paper
Black (8)	1	1.625	Toilet Paper
	2	2.57	Many Colors
	3	3.29	Dede
	4	3.375	Broken Cookies
	5	4.29	Go Fly A Kite
Mexican-American (5)	1	2.2	Toilet Paper
	2	2.8	Dede Many Colors
	4	3.2	Broken Cookies
	5	4.0	Go Fly A Kite
Other (2)	1	2.5	Go Fly A Kite
	2	3.0	Broken Cookies Toilet Paper Many Colors
	5	3.5	Dede

TABLE 10

OVERALL RANKING OF "FAMILY ROLES AND RELATIONSHIPS" SITUATIONS BY PARTICIPANT GROUP

Participant Group/ # in Group	Overall Rank	Computed Quotient	Spot Situation
Anglo (3)	1	1.00	D
			J
	3	.83	A
			F
			H
	6	.67	E
	7	.60	C
	8	.50	G
			I
	10	.33	B
Black (7)	1	1.00	J
	2	.92	H
	3	.85	B
			D
			E
	6	.77	A
	7	.70	F
	8	.62	G
			I
	10	.54	C
Mexican-American (9)	1	1.00	H
	2	.87	J
	3	.80	G
	4	.75	D
	5	.71	I
	6	.68	E
	7	.67	F
	8	.53	B
	9	.47	C
	10	.40	A

decisions for the new products. These discussions produced minor revisions in several of the situations and designation of ethnicity for production of all of the situations. The revisions and their justifications are presented in Appendix A3,4. Final production decisions based upon the Design Test results are set forth in Table 11.

TABLE 11

SITUATIONS SELECTED FOR PRODUCTION
FOLLOWING DESIGN TEST

Topic	Situation	Ethnicity
"Discipline"	BROKEN COOKIES	Anglo
	TOILET PAPER	Black
	MUCHOS COLORES	Mexican American
"Family Roles & Relationships"	A, G, J	Anglo
	B, C, H	Black
	D, E, I	Mexican American

B. PILOT TEST

1. Evaluation Design

The purpose of the Pilot Test phase of new product development was to evaluate via broadcast the separate cultural versions of the "Discipline" and "FR&R" spots. In order to do so, the following research hypothesis was proposed: when PSA's directed explicitly at a particular ethnic group are aired compared to when non-ethnic directed PSA's are aired, (1) the proportion of respondents living in low income census tracts within a Standard Metropolitan Statictical Area (SMSA) and (2) belonging to the ethnic group represented in the PSA, will increase. Three pairs of television markets chosen for their complementary percentages of minority population were to be paired for the Pilot Tests. In each of the paired markets, the Anglo spot was to air for two weeks, then the ethnic version(s) of the the spots was to air for two weeks. After a period of collection of mail-in response, phone interviews would be used to contact respondents in each market to determine: (1) pertinent demographic on the respondents, and (2) the version of the spots to which they responded. It was hypothesized that the percent of minority respondents would increase in each of the test markets during the last two weeks of the campaign.

In addition, the "Discipline" and "FR&R" television spots were to be evaluated according to their ability to generate requests for the free booklets offered in the spots. Two indices of effectiveness for the PSA's were identified for this purpose: (1) Index G, the number of television household impressions, in 1000's, per mailed request, and (2) Index H, the number of mailed requests received per 100,000 television household impressions. Or,

$$\underline{G} = \frac{\text{TVHH} \times 1{,}000}{\text{N}}$$

$$\underline{H} = \frac{\text{N} \times 100{,}000}{\text{TVHH}}$$

Where: N = number of requests received, and
TVHH = number of household impressions

2. Instrumentation

Copies of the Pilot Test instruments are presented in the pages that follow. The instruments include: a facimile of the Respondent Roster and copies of the PSA Airing Log, the Pilot Test Phone Interview Instrument and Answer Sheet.

3. Data Collection and Analysis

Estimates of broadcast exposure were obtained from all TV stations that aired the "Discipline" and "FR&R" spot versions during the broadcast-test periods, September 17 - October 14, 1977. Using Arbitron Television Audience Estimates as supplied for each test market, broadcast exposure was converted to corresponding amounts of viewing audience expressed in terms of television households (TVHH's). Viewing audience totals were computed per station, test market and spot version.

Since the POSITIVE PARENT campaigns were targeted at low income parents, analyses were conducted to investigate the extent to which low income parents responded to the TV spots. All broadcast testing was conducted in television markets (Areas of Dominant Influence or ADI's) that also comprised SMSA's. Mailed requests received from the SMSA's were plotted on urban maps as to their census tract origin. Tracts were distinguished by their median annual income: "low income" tracts (under $8,000) and "non-low income" tracts (over $8,000). A comparison was then made between the population that resided in the two categories of tracts and the number of requests for booklets originating from each category.

Test Market ____________________
TV Spot(s) ____________________
Booklet ____________________

PILOT TEST
RESPONDENT ROSTER

Response Number	Postmark	Name/Address of Respondent	Code
1	______	____________________ ____________________ ____________________	______
2	______	____________________ ____________________ ____________________	______
3	______	____________________ ____________________ ____________________	______
4	______	____________________ ____________________ ____________________	______
5	______	____________________ ____________________ ____________________	______
6	______	____________________ ____________________ ____________________	______
7	______	____________________ ____________________ ____________________	______
8	______	____________________ ____________________ ____________________	______
9	______	____________________ ____________________ ____________________	______
10	______	____________________ ____________________ ____________________	______
11	______	____________________ ____________________ ____________________	______

PILOT TEST
"POSITIVE PARENT" PSA'S
Airing Log

Market ______________________ Spots ______________________

Station ______________________ ______________________

Air Dates ______________________ ______________________

NUMBER OF TIMES SPOTS AIRED —

	LENGTH OF SPOT :30	:60
WEEKDAYS:		
7:00 - 9:00 AM		
9:00 - Noon		
Noon - 3:30 PM		
3:30 - 5:00 PM		
5:00 - 6:30 PM		
6:30 - 7:00 PM		
7:00 - 10:00 PM		
10:00 - 10:30 PM		
10:30 - MIDNIGHT		
SATURDAY:		
8:30 AM - 1:00 PM		
SUNDAY:		
1:00 - 4:00 PM		
OTHER TIMES: (Please list)		

"POSITIVE PARENT" PSA'S are developed by:

The Early Childhood Program
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701 (512) 476-6861

PILOT TEST
PHONE INTERVIEW INSTRUMENT

INTRODUCTION: Hello. Is Mrs. (Lincoln) in? Hello, Mrs. Lincoln, my name is (give real name). Recently, you wrote for a copy of a free booklet on ____________________. I'm calling from the Southwest (Educational) Lab in Austin, Texas to ask your opinion about the booklet so we can improve it for other parents.

1. Did you receive the booklet called ______________________________ in the mail?

   (IF NECESSARY, help respondent recall by saying, "That's the one with the color cover."

   IF YES, continue with Question #2.

   IF NO, ask
   Did you write to POSITIVE PARENT requesting a free booklet?

   IF YES, ask
   Did you see an announcement on TV telling about the free booklet?

   IF YES, ask
   Did you see the announcement more than once?

   IF YES, ask
   About how many times did you see it?

   IF NO, ask
   How did you hear about the booklet?
   Why did you write away for the booklet?

   If you would still like a booklet, we would be happy to send you one.
   (IF they want booklet, take down correct name, address, and zip)

2. Did you see an announcement on TV telling about the free booklet?

   IF YES, ask
   (a) About how long ago did you see the announcement?

   (b) Was the narration in English or Spanish? (if appropriate)

   (c) Who were the characters in the announcement?

   (d) Did you see the announcement more than once?

   (e) IF YES, ask
   About how many times did you see it?

   (f) Do you remember when you wrote in for the free booklet?

   (g) Is this the first time you've written in for free information?

   IF NO, ask
   How did you hear about the booklet?

3. Why did you write away for the booklet?

4. Can you tell us what you expected to receive when you wrote for the booklet?

5. Have you had a chance to look through the booklet?

   IF YES, procede to Question # 6.

   IF NO, ask
   Do you still have the booklet?

   (a) IF NO, ask
   Do you know what happened to the booklet?

   THEN PROCEDE to question # 14 and complete the interview.

(b) IF YES, ask
Can you help us by telling us why you haven't read the booklet?

THEN PROCEDE to question # 14 and complete the interview.

6. Was the booklet what you expected?

7. Was any of the information in the booklet new to you?

IF YES, ask
About how much of the information in the booklet was new to you?
All of it/most of it/some of it

IF YES, ask
Can you remember an example of something from the booklet that was new for you?

8. How much of the information in the booklet was useful to you?
all/most/some/none

IF INFORMATION WAS USEFUL, ask
(a) What in particular was useful to you?
(b) In what way was it useful to you?
(c) What additional information might also be useful to you?

IF INFORMATION NOT USEFUL, ask
Can you give us some suggestions about what kind of information would have been useful to you?

9. Have you thought about using any of the suggestions in the booklet with your child?

IF YES, ask
Which ones are you thinking of using?

10. Was there anything you particularly liked about the booklet? (Please explain.)

11. Was there anything you particularly disliked about the booklet? (Please explain.)

12. What did you do with the booklet when you finished reading it?

13. Do you still have the booklet?

CONTINUE INTERVIEW BY SAYING,
We would like to know something about the people who write in for our booklets. I have just a few more questions to ask you about you and your family.

14. How many children do you have living in your household?
How many are under 6 years of age?

15. To which of the following ethnic groups do you belong:
(a) Black/ (b) Mexican-American/(c) Anglo/or (d) other?

16. In which of the following age groups do you fall?
(a) under 21 (b) 21-25 (c) 26-30 (d) 31-35 (e) 36-40 (f) over 40

17. How many years of school have you completed?

18. Was your family income for last year between
(a) $2 - 5,000 (b) $5 - 8,000 (c) $8 - 12,000 or (d) above $12,000

That's all the questions I have. Thank you very much for spending a few minutes talking with me. We appreciate your interest and hope you have enjoyed our materials.

PILOT TEST PHONE INTERVIEW INSTRUMENT
ANSWER SHEET

p.1 of 2

NAME ______________________ SITE ____________________

PHONE ______________________ CAMPAIGN ____________________

DATE ___/___/___ TIME OF DAY CALLED ___/___/___/___

RECEIPT OF BOOKLET
1. Yes ___ If no,
No ___ (Did you write for booklet?) yes ___ no ___
(Did you see PSA?) yes ___ no ___
(more than once?) yes ___ no ___ # times___
(how heard about booklets) ______________
(why wrote for booklet) ______________
____

PSA SEEN
2. Yes ___ If yes,
No ___ (a) How long ago? ______________
(b) English/Spanish narration ________
(c) Spot characters ______________
(d) Yes ___ No ___ (# times seen) _____
(e) Wrote in when ______________
(f) Write in for free information _____
If no,
How heard about booklet ______________

3. (Why write for booklet) ______________________
____

4. (What expected) ______________________
____

READ BOOKLET
5. Yes ___ If no,
No ___ Yes ___ No ___ (still have booklet)
If no (where booklet is) ______________
If yes (why haven't read) ______________

BOOKLET WHAT EXPECTED
6. Yes ___ Comments, if any ______________________
No ___ ______________________________

NEW INFO
7. Yes ___ If yes, (a) all ___ (b) most ___ (c) some ___
No ___ If yes, (b) (example) ______________________
____

USEFUL INFO
8. All ___ If yes,
Most ___ (what useful) ______________________
Some ___ (in what way) ______________________
None ___ (additional useful info) ______________

If no,

(what would have been useful) ______________________

____

USED SUGGESTIONS 9. Yes ___ If yes,

No ___ (which ones) ______________________

____

10. (Liked booklet) ______________________________

____

____

11. (Disliked booklet) ____________________________

____

____

12. (What did with booklet) ________________________

____

13. Yes ___ (still have booklet)

No ___

CHILDREN 14. # children ______________ # under 6 ____________

ETHNICITY 15. Ethnicity (a) Black _______ (b) Mexican-American _______

(c) Anglo _______ (d) Other _______

AGE 16. Age Under 21 _____ 21-25 _____ 26-30 _____ 31-35 _____

36-40 _____ Over 40 _____

EDUCATION 17. Highest grade completed ______________

INCOME 18. Income (a) $2-5,000 _____ (b) $5-8,000 _____ (c) $8-12,000 _____

(d) above $12,000

INTERVIEWER COMMENTS ______________________________

____

____

____

____

Additionally, audience response to the "Discipline" and "FR&R" spots was corrected for amount of broadcast exposure and analyzed to provide the two indices of spot broadcast effectiveness, Index G and Index H. These indices were then used to compare the "Discipline" and "FR&R" spots and versions.

From the respondent roster for each test market, a sample of SMSA metro residents was drawn for purposes of post-campaign phone interviews. Between October 11 - October 27, respondents in the 6 test markets were then called at random. A minimum of 4 attempts was made to reach each of the respondents. In the case of call-backs, 2 attempts were made. The primary objective of these interviews was to determine which ethnic spot version(s) had motivated the respondents to write in. In addition, demographic profiles and reaction to the "Discipline" and "FR&R" booklets were solicited. Accordingly, responses across all instrument questions were collapsed and summarized according to discernible category. Findings were analyzed and presented separately according to requests for the two printed booklets, "4 Ways to Discipline Children" and "Where Do Adults Come From?"

4. Results

a. broadcast effectiveness

Following design and production of the new TV spots and booklets on "Discipline" and "FR&R," arrangements were made to air the spots as PSA's in six Texas television markets according to the predetermined evaluation and research design.

In all selected markets, Anglo spot versions were broadcast for a two-week period followed by a second two-week period of broadcast for one or both of the minority spot versions. Booklets pertaining to the spots were disseminated to all respondents throughout the broadcast period and for a week following the close of spot airings. Table 12 presents the results of the Pilot Test broadcasts by market, while Table 13 indicates the results by spot and version. "Station Exposures" refers to the number of times the participating stations aired the spots; "TVHH Impressions" is the estimated size of the audience for the PSA broadcasts in thousands; "Mailed Requests" is the number of requests for the free booklets that were received during the time the spots were on the air (two weeks per version) and for a period of one week following the airing; "Index G" is the number of TVHH Impressions in thousands per mailed request; and "Index H" is the number of requests received per 100,000 TVHH Impressions. Both indices reflect PSA effectiveness in the test market.

It can be seen from Table 12 that station exposures were highest in the Corpus Christi market and lowest in Waco/Temple and Houston. However, the station exposures provided by the Houston and Corpus Christi stations resulted in the largest amounts of TVHH Impressions. In addition, the highest number of mailed requests was generated by the Houston market, the lowest amounts from Waco/Temple and El Paso. The most effective spots in generating booklet requests were "Discipline"

TABLE 12

PILOT TEST
EFFECTIVENESS OF POSITIVE PARENT TV SPOTS
RESULTS BY MARKET

MARKET	SPOT VERSION	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	NUMBER MAILED REQUESTS	INDEX G	INDEX H
Beaumont/ Port Arthur	BROKEN COOKIES	09/17-09/30/77	39	501	31	16.16	6.19
	TOILET PAPER	10/01-10/14/77	32	408	59	6.92	14.46
Waco/Temple	MONTAGE A	09-17-09/30/77	27	419	10	41.90	2.39
	MONTAGE B	10/01-10/14/77	27	428	17	25.18	3.97
Corpus Christi	BROKEN COOKIES	09/17-09/30/77	67	817	40	20.43	4.90
	MUCHOS COLORES	10/01-10/14/77	54	702	40	17.55	5.70
El Paso	MONTAGE A	09/17-09/30/77	42	618	14	44.14	2.27
	MONTAGE C	10/01-10/14/77	43	564	13	43.38	2.30
Houston	BROKEN COOKIES	09/17-09/30/77	16	642	6	107.00	.93
	TOILET PAPER MUCHOS COLORES	10/01-10/14/77	34	1,152	130	8.86	11.28
Austin	MONTAGE A	09/17-09/30/77	28	326	16	20.38	4.91
	MONTAGE B MONTAGE C	10/01-10/14/77	48	329	21	15.67	6.38

TABLE 13

PILOT TEST
EFFECTIVENESS OF POSITIVE PARENT TV SPOTS
RESULTS BY SPOT

SPOT VERSION	TV MARKETS	CAMPAIGN DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	NUMBER MAILED REQUESTS	INDEX G	INDEX H
BROKEN COOKIES	Beaumont/Port Arthur Corpus Christi Houston	09/17-09/30/77	122	1,960	77	25.45	3.93
TOILET PAPER	Beaumont/Port Arthur Houston	10/01-10/14/77	120	2,262	229	9.88	10.09
MUCHOS COLORES	Corpus Christi Houston	10/01-10/14/77					
"DISCIPLINE" TOTALS (ALL VERSIONS)			242	4,222	306	13.80	7.25
MONTAGE A	Waco/Temple El Paso Austin	09/17-09/30/77	97	1,363	40	34.08	2.93
MONTAGE B	Waco/Temple Austin	10/01-10/14/77	118	1,321	51	25.90	3.86
MONTAGE C	El Paso Austin	10/01-10/14/77					
"F R & R" TOTALS (ALL VERSIONS)			215	2,684	91	29.49	3.39

versions: TOILET PAPER in Beaumont/Port Arthur ($G = 6.92$, $H = 14.46$) and the combination of TOILET PAPER and MUCHOS COLORES in Houston ($G = 8.86$, $H = 11.28$). However, Houston also provided the least effective spot with BROKEN COOKIES during the first two-week campaign in that market ($G = 107$, $H = .93$). According to Table 13, total station exposures for all "Discipline" and all "FR&R" spot versions were very similar. However, the exposures afforded the "Discipline" spots resulted in a significantly larger amount of audience impressions. Similarly, the number of mailed requests for the "Discipline" booklet was over 3 times the total of requests for the "FR&R" booklet. Among the cultural spot versions, it is apparent that TOILET PAPER was the most effective "Discipline" version and overall spot version ($G = 6.92$, $H = 14.46$). Indeed, virtually all 3 "Discipline" spots individually tested more effective than their "FR&R" counterparts. Among the latter versions, MONTAGE B can be seen to hold a slight edge in "effectiveness". Finally, as a group, the three "Discipline" spot versions were 2 times more effective in motivating viewers to write in than the three "FR&R" spots ($G = 13.80$, $H = 7.25$ as compared to $G = 29.49$, $H = 3.39$).

b. audience response

Table 14 compares the percentage of population residing within the SMSA low income and non-low income census tracts with the percentage of mailed requests originating from those tracts. The percentage of mailed requests is further correlated with the cultural versions of the "Discipline" and "FR&R"

TABLE 14

PERCENT OF POPULATION IN AND PERCENT OF MAILED REQUESTS ORIGINATING FROM LOW AND NON-LOW INCOME CENSUS TRACTS ACCORDING TO TV SPOT VERSION

TEXAS BROADCAST MARKETS*

		PERCENT OF MAILED REQUESTS	
CENSUS TRACTS	PERCENT OF POPULATION	AS GENERATED BY ANGLO SPOT VERSIONS	AS GENERATED BY BLACK & MEXICAN-AMERICAN SPOT VERSIONS
Low Income	31.5	29.8	25.7
Non-Low Income	68.5	70.2	74.3
TOTAL	100.0 (3,388,166)	100.0 (57)	100.0 (136)

---

* Television test markets included in this analysis:

Beaumont/Port Arthur
Waco/Temple
Corpus Christi
El Paso
Houston
Austin

spot broadcasts. The total amounts of mailed requests indicate that audience response substantially increased, from 57 to 136 requests, during the broadcasts of minority spot versions, against when Anglo-only versions were broadcast. However, during all broadcasts, the percentage of requests received from low income SMSA tracts was less than the percentage of population residing within those tracts. Furthermore, the percent of mailed requests originating from SMSA low income tracts decreased during the broadcast of minority spot versions, as compared to when Anglo spot versions were broadcast. Income analyses of all audience response by test market and campaign are presented in Appendix A10.

c. telephone interviews

Telephone interviews were conducted between October 11 and October 27, 1977, with persons who responded to the broadcasts of the "Discipline" and "FR&R" PSA's by writing in for the advertised free booklets particular to both spots. A total of 68 interviews were completed with respondents in six test markets: Beaumont/Port Arthur, Corpus Christi, Houston, Waco/Temple, El Paso, and Austin. The principal purpose of these interviews was to determine to which ethnic version of the "Discipline" and "FR&R" PSA's these persons responded. In addition to information on the PSA's and correlated demographic data, reactions to the booklets, "4 Ways to Discipline Children" and "Where Do Adults Come From?", were also solicited.

Table 15 indicates that the "Discipline" PSA versions (BROKEN COOKIES, TOILET PAPER, MUCHOS COLORES) elicited far greater audience response than the "FR&R" PSA versions (MONTAGES A, B, C).

According to the research hypothesis, one would expect persons writing in during and immediately following the first two weeks of broadcast (Campaign I) when only Anglo PSA versions were aired, to be predominately Anglo. The precentage of Black and Mexican American respondents would hypothetically rise during the second two weeks of broadcast (Campaign II) when the non-Anglo PSA versions were shown. Table 15A reflects a preliminary survey of the address roster of respondents for Spanish surnames and confirms the increase over time of Mexican American respondents. Data collected through telephone interviews to support the hypothesis is slim, however (see Tables 15C and D). In Austin, one Mexican American respondent was contacted who had written in after seeing the MA version of the spot. But in Corpus Christi, none of four Mexican American respondents contacted indicated they had been motivated to write by the MA version, although two remembered seeing it. No Mexican American respondents were reached in the Houston area, while in El Paso, one Mexican American had responded to the Anglo version and a second incomplete interview indicated the person responded to the MA version. Only three Black respondents were contacted in the Houston and Beaumont/Port Arthur markets and only one of these had responded

TABLE 15

RESULTS OF PHONE INTERVIEWS
PILOT TEST OF NEW PRODUCTS

A. Respondent and Interview Totals

	"Discipline" (all versions)	"FR&R" (all versions)
Total Number of Respondents	306	91
Number of Completed Interviews	48	20
Number of Partial Interviews	5	5

B. Respondents with Spanish Surnames/Total # of Campaign Respondents

	Houston	Corpus	Austin	El Paso
Campaign I (9/17-10/4/77)	0/26 (0%)	9/56 (16%)	1/24 (4%)	5/16 (31%)
Campaign II (10/5-10/21/77)	8/99 (8%)	6/24 (25%)	0/13 (0%)	5/10 (50%)

C. Response to PSA Version

A = Anglo version
B = Black version
C = Mexican American version
AB = Anglo and Black versions, without distinction
ABC = All versions, without distinction

	A	B	AB	C	ABC	No recall/ Not seen
Houston	3	9	3	0	0	2
Beaumont/Port Arthur	11	3	2			2
Corpus Christi	16			0	0	1
Austin			4	1	3	0
Waco/Temple			6			2
El Paso			5		1	1

D. Response to PSAs by Ethnic Minority (All Markets)

	A	B	AB	C	ABC	NR/NS
Black (N=4)	1	1	1			1
Mexican American (N=7)	5			1		1

to the Black version of the PSA. No respondent in Austin or Waco/Temple markets remembered the difference between Anglo and Black versions of the "FR&R" PSA's.

Table 16 summarizes the demographic characteristics of the "Discipline" and "FR&R" respondents. Based on the data from the interviews, the overwhelming percentage of respondents to both messages were Anglo. In addition, a significant number of Anglos responded to the Black version of the PSA on discipline. Almost all of the respondents were women (92% "Discipline", 96% "FR&R"). Their ages fall roughly into two categories: women in their twenties, mostly with small children, and women over forty, mostly grandmothers. Virtually all respondents had completed high school and over half had completed at least some years in college. Moreover, the vast majority of respondents fall within a middle to upper income bracket.

Regarding the booklets, respondents had much more to say about "4 Ways to Discipline Children" than "Where Do Adults Come From?". In the markets receiving the discipline booklet, 86% of those interviewed had already read the booklet when contacted. Most of these people were favorably impressed by the booklet overall, although few found that the booklet contained much new information. Many people said that the booklet was useful "as a reminder".

The most frequent reason given for requesting the discipline booklet was general interest in child care by mothers

TABLE 16

RESULTS OF PHONE INTERVIEWS
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS
PILOT TEST OF NEW PRODUCTS

A. # of Children

	Respondents	Total # of Respondents	Total # w/ Children	Total # w/ Children Under 6	Average # of Children
(A)	"Discipline"	51 (100%)	37 (73%)	31 (61%)	1.7
(B)	"FR&R"	21 (100%)	15 (71%)	10 (48%)	1.6

B. Ethnicity

	Total # of Respondents	Anglo	Black	Mexican-American	Other
(A)	48 (100%)	39 (81%)	3 (6%)	4 (8%)	2 (4%)
(B)	23 (100%)	19 (83%)	1 (4%)	3 (12%)	0

C. Age

	Total # of Respondents	-21	21-25	26-30	31-35	36-40	40+
(A)	48 (100%)	1 (2%)	10 (21%)	14 (29%)	8 (17%)	2 (4%)	13 (27%)
(B)	20 (100%)	0	7 (35%)	3 (15%)	1 (5%)	3 (15%)	6 (30%)

D. Education

	Total # of Respondents	Some High School	Completed High School	Some College	Completed College
(A)	48 (100%)	0	21 (44%)	18 (38%)	9 (18%)
(B)	20 (100%)	1 (5%)	6 (30%)	9 (45%)	4 (20%)

E. Income

	Total # of Respondents	-$2,000	$2,000-5,000	$5,000-8,000	$8,000-12,000	$12,000+
(A)	46 (100%)	2 (4%)	0	6 (13%)	10 (22%)	28 (61%)
(B)	20 (100%)	0	2 (10%)	4 (20%)	5 (25%)	9 (45%)

with children of their own. A significant number of mothers perceived some immediate problem in disciplining their children and so had written. The most dramatic of these perceived problems was related by a mother whose hyperactive son had recently set fire to their home. Another large group of respondents were grandmothers who tended to pass the booklet on to their married children. Two respondents were teachers who encountered discipline problems in their classrooms.

Given the diversity of people who wrote in for the discipline booklet, specific impressions and criticisms varied. Many people praised the first section of the booklet on listening and talking to children. Others liked the section on setting limits. A few people criticized the section on rewarding children as tending to spoil them. Others thought the booklet too general and vague to be of much use to them. Several people had shared the booklet with spouses, married children, and other households. Specific suggestions for additional information as desired by respondents are listed in Appendix A11 and 12.

The number of people interviewed about the "FR&R" booklet, "Where Do Adults Come From?" was many fewer than the number interviewed about the the "Discipline" booklet (see Table 15). Furthermore, reactions were far less substantive, specific recall of the booklet was shallow, and receptivity to being interviewed less favorable. Seventeen of twenty-one respondents contacted had read the booklet. Ten respondents had expected something different when they had written in. Some had expected a lengthier, more detailed book, while others expected a different content. Ten respondents were favorable to the booklet on the whole, but only one person had found any new information in it. Most of the respondents said that they wrote for the booklet out of general interest. Once again, a number of grandmothers and professional caretakers wrote for the book. The only specific part of the booklet which sparked comment was its treatment of the parental role in teaching children about sexuality. One respondent praised this section, while another objected that young children should not be introduced to sexuality. A number of people passed the booklet on to other households.

5. Conclusions

Results from broadcasting the new WU III products do not support the research hypothesis: "the proportion of respondents that live in low income census tracts within a SMSA and belong to the ethnic group represented in the PSA will increase when PSA's directed explicitly at that ethnic group are aired over when ethnic-directed PSA's are not aired". Instead, the proportion of audience response originating from low income census tracts slightly decreased when minority spot versions were aired compared to when Anglo versions were aired. In addition, regardless of which spot versions were aired, the proportion of response originating from low income census tracts was less than the proportion of population for those tracts. Moreover, telephone sampling did not confirm that ethnic-directed PSA's resulted in increased mail-in response from ethnic group members. Very few telephone interviews were completed with minority respondents. Instead, the preponderance of interviewed respondents tended to be educated, middle to upper income, and Anglo.

V. Existing Product Testing and Results

A. FIELD TEST/LONGITUDINAL BROADCASTS

1. Evaluation Design

The primary purpose of the POSITIVE PARENT Field Tests and Longitudinal Broadcasts was to evaluate the facility with which liaison agencies in other regions of the country could sponsor POSITIVE PARENT TV spot campaign tests. Pre post questionnaires would assess implementation and impact of the campaign tests. Additionally, audience response was to be analyzed for SMSA income tract and G and H values were to be computed for amount of audience response and broadcast exposure per spot and market.

2. Instrumentation

Samples of the instruments used during the Field Test/Longitudinal Broadcast phase are presented in the pages that follow. These instruments included: Liaison Agency Pre- and Post-Campaign Questionnaires, Respondent Rosters, PSA Airing Logs, and Phone Interview Instruments and Answer Sheets.

Name of Agency ____________________

Test Market ______________________

FIELD TEST/LONGITUDINAL BROADCAST
POSITIVE PARENT LIAISON AGENCY
PRE-CAMPAIGN QUESTIONNAIRE

Please answer these questions as best you can. Your responses will be helpful to us in monitoring the impact of the POSITIVE PARENT spots. Please complete the form and mail it to us before the spot goes on the air. Thank you for your assistance.

1. What parenting services does your agency/organization provide? What needs do you attempt to address?

2. What parenting communities do you serve?

3. Does your agency publicize, advertise and/or promote its services? In what way(s)?

   A. If it does advertise, what response does the agency receive to this advertisement and promotion over an average month's time? Is it by phone? by mail? in person? Please provide numbers if possible.

   B. If you do not advertise, please give us an idea of how many parents contact you for information or services over an average month's time and how they do this.

Name of Agency ______________________

Name of Test Market ______________________

FIELD TEST/LONGITUDINAL BROADCAST
POSITIVE PARENT POST-CAMPAIGN QUESTIONNAIRE

EARLY CHILDHOOD PROGRAM
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
AUSTIN, TEXAS

YOUR RESPONSES TO THIS QUESTIONNAIRE WILL HELP US TO MEASURE THE IMPACT OF THE SPOTS IN YOUR MARKET AND WILL HELP US TO IMPROVE OUR PROCEDURES FOR MARKET TESTING ADDITIONAL TV SPOTS. WOULD YOU PLEASE RESPOND TO THE FOLLOWING ITEMS. THANK YOU.

ORIENTATION

1. Did SEDL give you enough information to enable you to serve as a local campaign-test facilitator? (circle one)

   Yes No

   If "no", what else should SEDL have given you? ______________________

   ____

2. The orientation manual (circle "yes" or "no" for each)

   a) was necessary in order to complete the campaign

   Yes No

   If no, why not? ______________________

   ____

   b) clearly explained what the facilitator had to do

   Yes No

   If no, which parts were unclear? ______________________

   ____

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c) had the right amount of information in it

Yes No

If no, what would you add or take out? ______________________

____

Other comments about the manual ______________________

____

3. In what other ways could SEDL provide a better orientation to facilitators?

____

____

____

____

IMPLEMENTATION

4. Did any part of this project pose special problems for you as a facilitator?

(circle one) Yes No

If yes,

a) tell what part(s) ______________________

____

b) describe the problem(s) ______________________

____

c) tell how you solved the problem(s) ______________________

____

5. Would you make any changes in SEDL's POSITIVE PARENT testing or liaison approach? (circle one)

Yes No

If yes, what would you change? ______________________

____

6. Based on your experience, what do you think is the best way for a facilitator to work with the TV stations in carrying out the TV spot campaign(s)?

____

____

____

____

IMPACT

7. During the five weeks from beginning of spot airings to a week after the airings ceased, did any persons react to the spots by contacting you for information or services other than through the booklet requests?

Yes No

If so, approximately how many? ____________________

If so, list the various methods people used to contact you (e.g. letter/calls, etc.).

____

____

8. What other changes in audience response to your agency, if any, did you notice during this five week period?

____

____

How much of this do you think was due to the spots? ____________

____

9. Was the amount of audience response to the spots during the campaign period(s) less than you expected, about what you expected, or more than you expected? (circle one)

Less than expected About as expected More than expected

Explain why you think this happened. ____________________

____

____

10. Has the campaign helped your agency? (circle one)

Yes No

Briefly tell how so or how not. ____________________

____

____

11. Could the complete series of spots and booklets have any further usefulness for your agency? (circle one)

Yes No

If yes, briefly tell how. ____________________

____

____

Test Market ____________________

TV Spot(s) ____________________

Booklet ____________________

FIELD TEST/LONGITUDINAL BROADCAST
RESPONDENT ROSTER

Response Number	Postmark	Name/Address of Respondent	Code
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

FIELD TEST/LONGITUDINAL BROADCAST

"POSITIVE PARENT" PSA'S
Airing Log

Market ____________________ Spots ____________________

Station ____________________ ____________________

Air Dates ____________________ ____________________

NUMBER OF TIMES SPOTS AIRED —

	LENGTH OF SPOT	
WEEKDAYS:	:30	:60
7:00 - 9:00 AM		
9:00 - Noon		
Noon - 3:30 PM		
3:30 - 5:00 PM		
5:00 - 6:30 PM		
6:30 - 7:00 PM		
7:00 - 10:00 PM		
10:00 - 10:30 PM		
10:30 - MIDNIGHT		
SATURDAY:		
8:30 AM - 1:00 PM		
SUNDAY:		
1:00 - 4:00 PM		
OTHER TIMES: (Please list)		

"POSITIVE PARENT" PSA'S are developed by:

The Early Childhood Program
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701 (512) 476-6861

POSITIVE PARENT FIELD TEST
PHONE INTERVIEW INSTRUMENT

INTRODUCTION: Hello. Is Mrs. (Lincoln) in? Hello, Mrs. Lincoln, my name is (give real name). Several weeks ago you wrote for a copy of a free booklet on ___________________. I'm calling from the Southwest (Educational) Lab in Austin, Texas to ask your opinion about the booklet so we can improve it for other parents.

1. Did you receive the booklet called ___________________________ in the mail?

(IF NECESSARY, help respondent recall by saying, "That's the one with the (see attached sheet) on the cover."

IF YES, continue with Question #2.

IF NO, ask,
Did you write to POSITIVE PARENT requesting a free booklet?

IF YES, ask
Did you see an announcement on TV telling about the free booklet?

IF YES, ask
Did you see the announcement more than once?

IF YES, ask
About how many times did you see it?

IF NO, ask
How did you hear about the booklet?
Why did you write away for the booklet?

If you would still like a booklet, we would be happy to send you one.
(IF they want booklet, take down correct name, address, and zip)

2. Did you see an announcement on TV telling about the free booklet?

IF YES, ask
(a) Did you see the announcement more than once?
(b) IF YES, ask
About how many times did you see it?
(c) Is this the first time you've written in for free information?

IF NO, ask
How did you hear about the booklet?

3. Why did you write away for the booklet?

4. Can you tell us what you expected to receive when you wrote for the booklet?

5. Have you had a chance to look through the booklet?

IF YES, procede to Question # 6.

IF NO, ask
Do you still have the booklet?

(a) IF NO, ask
Do you know what happened to the booklet?

THEN PROCEDE to question # 14 and complete the interview.

(b) IF YES, ask
Can you help us by telling us why you haven't read the booklet?

THEN PROCEDE to question # 14 and complete the interview.

6. Was the booklet what you expected?

7. Was any of the information in the booklet new to you?

    IF YES, ask
        About how much of the information in the booklet was new to you?
        all of it/most of it/some of it

    IF YES, ask
        Can you remember an example of something from the booklet that was new for you?

8. How much of the information in the booklet was useful to you?
        all/most/some/none

    IF INFORMATION WAS USEFUL, ask
        (a) What in particular was useful to you?
        (b) In what way was it useful to you?
        (c) What additional information might also be useful to you?

    IF INFORMATION NOT USEFUL, ask
        Can you give us some suggestions about what kind of information would have been useful to you?

9. Have you used any of the suggestions in the booklet with your child?

    IF YES, ask
        Which ones have you tried?

10. Was there anything you particularly liked about the booklet? (Please explain.)

11. Was there anything you particularly disliked about the booklet? (Please explain.)

12. What did you do with the booklet when you finished reading it?

13. Do you still have the booklet?

CONTINUE INTERVIEW BY SAYING,
We would like to know something about the people who write in for our booklets. I have just a few more questions to ask you about you and your family.

14. How many children do you have living in your household?
    How many are under 6 years of age?

15. To which of the following ethnic groups do you belong:
    (a) Black/(b) Mexican-American/(c) Anglo/or (d) other?

16. In which of the following age groups do you fall?

    (a) under 21 (b) 21-25 (c) 26-30 (d) 31-35 (e) 36-40 (f) over 40

17. How many years of school have you completed?

18. Was your family income for last year between

    (a) $2 - 5,000 (b) $5 - 8,000 (c) $8 - 12,000 or (d) above $12,000

That's all the questions I have. Thank you very much for spending a few minutes talking with me. We appreciate your interest and hope you have enjoyed our materials.

FIELD TEST PHONE INTERVIEW
ANSWER SHEET

NAME ______________________ SITE ______________________

PHONE ______________________ CAMPAIGN ______________________

DATE ___/___/___/_____ TIME OF DAY CALLED ___/___/___/_____

RECEIPT OF BOOKLET

1. Yes ____ If no,

No ____

(Did you write for booklet?) yes ____ no ____

(Did you see PSA?) yes ____ no ____

(more than once?) yes ____ no ____ # times__

(how heard about booklets) ______________________

(why wrote for booklet) ______________________

____

PSA SEEN

2. Yes ____ If yes,

No ____

(a) Yes ____ No ____ (# times seen) ____________

(b) (write for free info) ______________________

If no,

(how heard about booklet) ______________________

3. (Why write for booklet) ______________________

____

4. (What expected) ______________________

____

READ BOOKLET

5. Yes ____ If no,

No ____

Yes ____ No ____ (still have booklet)

If no (where booklet is) ______________________

If yes (why haven't read) ______________________

BOOKLET WHAT EXPECTED

6. Yes ____ Comments, if any ______________________

No ____ ______________________

NEW INFO

7. Yes ____ If yes, (a) all____ (b) most____ (c) some____

No ____ If yes, (b) (example) ______________________

____

USEFUL INFO

8. All ____ If yes,

Most ____ (what useful) ______________________

Some ____ (in what way) ______________________

None ____ (additional useful info) ______________________

If no,

(what would have been useful) ______________________

____

USED SUGGESTIONS 9. Yes ____ If yes,

No ____ (which ones) ______________________________

____

10. (Liked booklet) ______________________________

____

____

11. (Disliked booklet) ______________________________

____

____

12. (What did with booklet) ______________________________

____

13. Yes ____ (still have booklet)

No ____

CHILDREN 14. # children ________ # under 6 ______________

ETHNICITY 15. Ethnicity (a) Black ________ (b) Mexican-American _____

(c) Anglo ______ (d) other ______

AGE 16. Age under 21 _____ 21-25 _____ 26-30 _____ 31-35 _____

36-40 _____ over 40_____

EDUCATION 17. Highest grade completed __________

INCOME 18. Income (a) $2-5,000 ____ (b) $5-8,000 ____ (c) $8-12,000 ____

(d) above $12,000

INTERVIEWER COMMENTS ______________________________

____

____

____

____

3. Data Collection and Analysis

Pre- and post-assessment instruments were completed by phone and mail with ten Liaison Agencies sponsoring POSITIVE PARENT Field Tests and Longitudinal Broadcasts. Responses per question were collapsed across all agencies and summarized for presentation.

Broadcast exposure and audience response data were compared and analyzed in the same manner as in the Pilot Test (Texas broadcast tests) phase for the new products. Audience response was corrected for broadcast exposure to generate indices of spot broadcast effectiveness. SMSA write-in response was analyzed for census tract origin and income designation.

Samples of respondents were drawn in similar fashion to the Texas samples, and phone interviews were conducted with respondents in the six Field Test markets. The principal intent of these interviews was to gather pertinent demographic data on respondents to the Field Test broadcasts. Secondarily, reaction to the respective booklets was also obtained. Responses to the phone instrument were summarized per question and analyzed per spot and booklet. Finally, results were cumulatively summarized across all Field Test spots and booklets.

4. Results

a. pre/post assessments

Ten Liaison Agencies served as campaign sponsors for the POSITIVE PARENT Field Tests and Longitudinal Broadcasts. Summaries of pre- and post-campaign assessments with the agency facilitators are presented in Tables 17 and 18. A majority of the agencies offer educational programs and support services to parents of preschool children throughout the local community. Low-income minority populations were most mentioned as the primary recipient group for these programs and services. Virtually all of the agencies reported that they publicize, advertise and/or promote their services. A wide variety of communication media are utilized for these publicity efforts. For the most part, audience response to the agencies as a result of these communications varied from moderate to heavy.

Virtually all agency facilitators reported that SEDL provided their agencies with sufficient information and orientation strategies prior to the test campaigns. Likewise, there was common agreement that SEDL's liaison approach was adequate for the purposes of the project. Facilitators heartily endorsed direct and continued personal contact with station programmers as the best means of ensuring smooth operation of the broadcast portions of the campaigns. The retrieval of station broadcast data was identified as the greatest single problem during the project.

Approximately half of the facilitators felt that the airing of the spots in their markets resulted in an increase of general audience response to their agencies. A majority of the facilitators admitted that the amount of booklet write-ins for their market exceeded original expectations. Finally, the facilitators expressed that involvement with the POSITIVE PARENT campaigns had resulted in a variety of benefits to their agencies and that the products definitely possessed further usefulness.

TABLE 17

FIELD TEST/LONGITUDINAL BROADCAST
LIAISON AGENCY PRE-CAMPAIGN QUESTIONNAIRE

SUMMARY OF RESULTS

1. What parenting services does your agency/organization provide? What needs do you attempt to address?

   Half of the agencies either offer parent education classes or information and referral for child care and related family services. The remaining groups offer a diverse array of services: workshops, seminars, parent cooperatives, temporary child care facilities, school-family case workers, and a data and program information clearinghouse on children and youth services.

   The largest single recipient group of these services is parents of preschool children. Additional clientele include children with special needs, preschoolers themselves, and parents of elementary children.

   Virtually all of these agencies primarily attempt to strengthen and support the family unit by emphasizing the positive value of parental influence and by meeting the psychological, guidance, and social needs of parents and children. Several of the programs contain information on child development and child-rearing skills.

2. What parenting communities do you serve?

   Primary target communities include economically depressed minority populations. Handicapped and Anglo populations are also served.

   The intended service regions for the agencies programs are equally dispersed between statewide, single or multi-county, city-wide, and neighborhood coverage.

3. Does your agency publicize, advertise and/or promote its services? In what way(s)?

   Eight of the agencies are active in advertising their services and programs. Principal publicity and promotional media include: newspapers and newsletters, a wide variety of print media (brochures, flyers, handouts, pamphlets, class schedules, and posters) radio, television, and public forums and appearances. To a lesser degree, the agencies also utilize person-to-person contacts, letters, and word of mouth communication. One agency publishes its own magazine.

A. If it does advertise, what response does the agency receive to this advertisement and promotion over an average month's time? Is it by phone? by mail? in person? Please provide numbers if possible.

Agency response is received via: phone (from 30 to over 400 calls per month), mail (one group reported 20 letters per month; another agency receives 400 mail requests in this period), and personal contacts (one agency responds to approximately 100 contacts in a month's time).

B. If you do not advertise, please give us an idea of how many parents contact you for information or services over an average month's time and how they do this.

Two agencies report either an undetermined or a very small (5-10 phone calls) amount of audience response in a monthly period.

TABLE 18

FIELD TEST/LONGITUDINAL BROADCAST
LIAISON AGENCY POST-CAMPAIGN QUESTIONNAIRE
SUMMARY OF RESULTS

ORIENTATION

1. Did SEDL give you enough information to enable you to serve as a local campaign-test facilitator?

All 10 facilitators felt that SEDL furnished sufficient information.

2. The orientation manual: (a) was necessary in order to complete the campaign, (b) clearly explained what the facilitator had to do, (c) had the right amount of information in it?

Eight of the facilitators felt the orientation manual was necessary. One facilitator felt the manual contained an unnecessary amount of information while another individual considered phone and mail communication during the course of the project to be sufficient of itself. Nine facilitators reported that the manual furnished clear and concise explanation of their project responsibilities.

3. In what other ways could SEDL provide a better orientation to facilitators?

Two facilitators who work in large agencies would have preferred a more direct routing of information to them. Other facilitators expressed the desire for more campaign lead time, an orientation meeting prior to campaign implementation, less "legwork" , and greater support from SEDL with station management and station handling of the spots.

IMPLEMENATATION

4. Did any part of this project pose special problems for you as a facilitator?

By far the greatest problem mentioned consisted of the facilitators retrieving the broadcast logs. Additionally, facilitators specified difficulty in keeping stations on the broadcast schedule and in forwarding audience response to SEDL. Stations tended to balk, and in some cases object strenuously, to keeping the logs. Facilitators would have preferred to not send audience responses intact to SEDL.

When difficulties arose, the log data was principally retrieved by having an agency person visit the stations and record the broadcast exposure or by applying phone and in-person pressure to the station programers. Facilitators in markets with the heaviest audience response preferred to record respondents on a roster sheet and forward this to SEDL.

5. Would you make any changes in SEDL's POSITIVE PARENT testing or liaison approach?

Eight of the agencies considered SEDL's testing and liaison approach did not require any changes. The remaining agencies suggested extra publicity and promotion (e.g., TV talk shows, news articles) to be used concurrent with the spot broadcasts, and that spots be tagged to more specifically identify the booklet that is disseminated for a particular spot.

6. Based on your experience, what do you think is the best way for a facilitator to work with the TV stations in carrying out the TV spot campaign(s)?

Facilitators overwhelmingly endorsed direct contact with the station programmers. Two individuals recommended the sequential strategy of: (1) introductory phone calls to the PSA-responsible programmers at the stations, (2) personal contact with these persons, and (3) follow-up letters. Other facilitators felt it advantageous to clear the project through the station program director and general manager and to obtain their full cooperation from the very beginning of the project.

IMPACT

7. During the five weeks from beginning of spot airings to a week after the airings ceased, did any persons react to the spots by contacting you for information or services other than through the booklet requests?

Eight facilitators reported audience response other than booklet requests. Seven of these facilitators reported 15 or fewer contacts. One facilitator reported 2,500 contacts. The majority of all contacts originated via phone and mail.

8. What other changesin audience response to your agency, if any, did you notice during this five week period?

Half of the facilitators did not notice an appreciable change in response to their agencies. Where a change was apparent, the facilitators reported persons as desiring to learn more about the early childhood and parenting programs of the agency, requesting access to the spots themselves, and generally admitting a need for these types of educational materials. A majority of the facilitators felt the spots primarily motivated these requests.

9. Was the amount of audience response to the spots during the campaign period(s) less than you expected, about what you expected, or more than you expected? Explain why you think this happened.

Six facilitators reported the amount of response to have been greater than they expected. Three facilitators reported less response than expected. The facilitators felt the healthy response was attributable to a variety of factors: parents were really interested in the topics and desireous of assistance, the spots were easy to understand and portrayed real-life situations, and stations reacted positively to the production quality and message of the spots with favorable scheduling and amounts of exposure. The remaining facilitators attributed the poor response in their markets to: lack of convenience in requiring a written response, small amounts of exposure at undesirable viewing times, and variations of audience interest in the spots when more than two were aired (longitudinal markets).

10. Has the campaign(s) helped your agency?

Eight facilitators contended the POSITIVE PARENT campaigns has helped their agencies by: creating greater community interest in the early childhood and parenting programs of the agencies, affording greater agency visibility, indicating demand and need for local publications in early childhood topic areas, association of the local program with the quality of the spots, and furnishing general positive PR for the agency.

11. Could the complete series of spots and booklets have any further usefulness for your agency?

All facilitators felt that the materials held the potential for future agency use. Suggested applications included: general parent education material and as a program resource, for use with teenage parents, in serving public education needs, as discussion starters and follow-up materials on ITV, as broadcast campaigns preliminary to the opening of school, and to positively influence community attitudes and generate community awareness of parenting skills.

b. broadcast effectiveness

Nine different POSITIVE PARENT TV spots were broadcast tested either in selected Field test markets or a pair of markets designated as Longitudinal Broadcast sites. Each of the spots was aired in 30- and 60-second versions for a period of four weeks. Booklets respective to the spots were disseminated from SEDL throughout the broadcast period and for a week following the close of the airing schedule. Table 19 presents results by market of the Field test broadcasts; Table 20 reports results of the Longitudinal Broadcasts. Table 21 summarizes broadcast effectiveness by spot for all the POSITIVE PARENT campaign tests.

According to Table 19, Birmingham overwhelmingly led all Field test markets in number of broadcast exposures, volume of audience impressions and amount of audience response. Sacramento and Memphis aired the spots the fewest number of times. Fresno, Memphis and Albuquerque station exposures resulted in the fewest audience impressions. Fresno and Albuquerque reported the least amount of audience response.

It can be seen in Table 20 that contrasting broadcast trends resulted in the two longitudinal markets. With slight exceptions, the amount of station exposures, audience impressions and mailed requests generally tended to increase in the Orlando market, but decrease in the Jacksonville market. Cumulatively, the amounts of station exposure in the two markets were virtually equal, but these exposures in Orlando resulted in three times the amount of audience impressions achieved in Jacksonville. However, this proportion does not extend to the totals of audience response

TABLE 19

EFFECTIVENESS OF POSITIVE PARENT TV SPOTS

FIELD TEST BROADCASTS

RESULTS BY MARKET

TV MARKET	CAMPAIGN	SPOTS	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	NUMBER MAILED REQUESTS	INDEX G*	INDEX H**
Sacramento	I	CIGARS	04/16-05/13/77	20	960	117	8.21	12.19
	II	MONSTROUS	05/28-06/24/77	18	1,104	65	16.98	5.89
San Diego	I	MONSTROUS	04/16-05/13/77	23	1,157	147	7.87	12.71
	II	CIGARS	05/28-06/24/77	29	701	60	11.68	8.56
Memphis	I	BEDTIME	04/30-05/27/77	35	1,132	112	10.11	9.89
	II	GLASS	06/11-07/08/77	7	190	54	3.52	28.42
Birmingham	I	GLASS	04/16-05/13/77	131	2,547	95	28.81	3.73
	II	BEDTIME	05/28-06/24/77	180	3,374	337	10.01	9.99
Augusta	I	PANCAKES	04/16-05/13/77	49	985	93	10.59	9.44
	II	BREAKFAST	05/28-06/24/77	63	1,228	110	11.16	8.96
Columbus	I	BREAKFAST	04/16-05/13/77	71	990	90	11.00	9.09
	II	PANCAKES	05/28-06/24/77	45	675	93	7.26	13.78
Fresno	I	FAMILIA	04/16-05/13/77	86	395	3	131.67	0.76
Albuquerque	I	FAMILIA	04/16-05/13/77	63	1,038	1	1,038.00	0.10

---

* INDEX G is defined as the number of television household impressions (in 1000s) per mailed request.

** INDEX H is defined as the number of mailed requests received per 100,000 television household impressions.

TABLE 20

EFFECTIVENESS OF POSITIVE PARENT TV SPOTS

ORLANDO (O) AND JACKSONVILLE (J) LONGITUDINAL BROADCASTS

CAMPAIGN	SPOTS	CAMPAIGN DATES	STATION EXPOSURES		TVHH IMPRESSIONS (100s)		MAILED REQUESTS		INDEX G*		INDEX H**	
			O	J	O	J	O	J	O	J	O	J
I	GLASS	01/29-02/25/77	14	50	457	737	16	161	28.56	4.58	3.50	21.85
II	PANCAKES	03/05-04/01/77	46	51	1,718	448	69	140	24.90	3.20	4.02	31.25
III	HOUSEWIVES	04/09-05/06/77	36	39	1,267	443	33	87	38.39	5.09	2.60	19.64
IV	MILK	05/14-06/15/77	30	33	822	391	67	ND***	12.27	—	8.15	--
V	BREAKFAST	06/18-07/15/77	63	46	2,241	739	14	36	160.07	20.53	.62	4.87
VI	CIGARS	07/23-08/19/77	69	27	2,638	301	71	45	37.15	6.69	2.69	14.95
			258	246	9,143	3,059	270	469	33.86	6.52	2.95	15.33

---

* Index G is defined as the number of television household impressions (in 1000s) per mailed request.

** Index H is defined as the number of mailed requests received per 100,000 television household impressions.

*** All mailed requests in response to SPILLED MILK were lost in route from Jacksonville to Austin.

TABLE 20 (continued)

EFFECTIVENESS OF POSITIVE PARENT TV SPOTS

FIELD TEST AND LONGITUDINAL BROADCASTS

RESULTS BY SPOT

SPOT	TV MARKETS	CAMPAIGN DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	NUMBER MAILED REQUESTS	INDEX G*	INDEX H**
HOUSEWIVES	Jacksonville Orlando	04/09-05/06/77 04/09-05/06/77	75	1,710	120	14.25	7.02
MILK	Jacksonville Orlando	05/14-06/10/77 05/14-06/10/77	63	1,213	67***	12.27	8.15

---

* Index G is defined as the number of television household impressions (in 1000s) per mailed request

** Index H is defined as the number of mailed requests received per 100,000 television household impressions.

*** Only Orlando requests reported. No data from Jacksonville for this campaign.

TABLE 21

EFFECTIVENESS OF POSITIVE PARENT TV SPOTS

FIELD TEST AND LONGITUDINAL BROADCASTS

RESULTS BY SPOT

SPOT	TV MARKETS	CAMPAIGN DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	NUMBER MAILED REQUESTS	INDEX G*	INDEX H**
CIGARS	Sacramento	04/16-05/13/77	145	4,600	293	15.70	6.37
	San Diego	05/28-06/24/77					
	Jacksonville	07/23-05/19/77					
	Orlando	07/23-08/19/77					
MONSTROUS	Sacramento	05/28-06/24/77	41	2,261	212	10.67	9.37
	San Diego	04/16-05/13/77					
BEDTIME	Memphis	04/30-05/27/77	215	4,506	449	10.04	9.96
	Birmingham	05/28-06/24/77					
GLASS	Memphis	06/11-07/08/77	202	3,931	326	12.06	8.29
	Birmingham	04/16-05/13/77					
	Jacksonville	01/29-02/25/77					
	Orlando	01/29-02/25/77					
PANCAKES	Augusta	04/16-05/13/77	191	2,286	395	5.79	17.28
	Columbus	05/28-06/24/77					
	Jacksonville	03/05-04/01/77					
	Orlando	03/05-04/01/77					
BREAKFAST	Augusta	05/28-06/24/77	243	5,198	250	20.79	4.81
	Columbus	04/16-05/13/77					
	Jacksonville	06/18-07/15/77					
	Orlando	06/18-07/15/77					
FAMILIA	Fresno	04/16-05/13/77	149	1,433	4	358.25	0.28
	Albuquerque	04/16-05/13/77					

for the two markets, since Jacksonville registered a 78% larger number of requests than Orlando. Indices of spot effectiveness in both markets initially appear to fluctuate greatly. BREAKFAST was the least effective spot in both markets in terms of generating booklet requests. SPILLED MILK proved to be the most effective spot in Orlando, with PANCAKES the most effective in Jacksonville. Unfortunately, all of the Jacksonville mailed requests for SPILLED MILK were lost en route to SEDL. According to Table 22, when spots are ranked in each market according to G and H values, the results are very similar.

TABLE 22

RANK OF LONGITUDINAL CAMPAIGN TV SPOTS BY BROADCAST EFFECTIVENESS

RANK	JACKSONVILLE	ORLANDO
1	PANCAKES	MILK
2	GLASS	PANCAKES
3	HOUSEWIVES	GLASS
4	CIGARS	CIGARS
5	BREAKFAST	HOUSEWIVES
6		BREAKFAST

Field test and Longitudinal Broadcast spot effectiveness are reported by spot in Table 21. These analyses afford a broader data source from which to compare the ability of the separate spots to generate mailed requests. The results indicate that PANCAKES was significantly more effective and LA FAMILIA less effective across the broadcast tests.

In summary, it is possible to rank all of the POSITIVE PARENT spots in order of their effectiveness in generating mail-in audience response. Table 23 reports the broadcast effectiveness of spots, existing as well as current, during all campaign testing conducted by SEDL, November 15, 1974 through October 14, 1977. Broadcast results prior to the current funding period are included in Appendix B6. Table 24 sets forth a rank order for 13 POSITIVE PARENT spots based upon the cumulative findings.

TABLE 23

EFFECTIVENESS OF POSITIVE PARENT TV SPOTS

RESULTS OF ALL BROADCAST TESTING

(11/15/74-10/14/77)

SPOT TITLE(S)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	NUMBER MAILED REQUESTS	INDEX G[3]	INDEX H[4]
CLAY	287	4,572	260	17.58	5.69
HOUSEWIVES	208	3,084	161	19.16	5.22
SPILLED MILK	467	10,740	937	11.46	8.72
NOBODY LISTENS	234	2,504	167	14.99	6.67
IT'S MONSTROUS	222	4,071	299	13.62	7.34
SMASHED GLASS	664	14,024	1,173	11.96	8.36
THOSE OL' CIGARS	543	12,562	590	21.29	4.70
BEDTIME	446	6,582	708	9.30	10.76
BREAKFAST	416	9,270	328	28.26	3.54
PANCAKES	365	3,545	644	5.50	18.17
FAMILY	352	2,887	12	240.58	.42
"DISCIPLINE"[1]	242	4,222	306	13.80	7.25
"F R & R"[2]	215	2,684	91	29.49	3.39

---

[1] Includes totals for three spot versions: BROKEN COOKIES, TOILET PAPER, and MUCHOS COLORES.

[2] Includes totals for three spot versions: MONTAGES A, B, and C.

[3] Index G is defined as the number of television household impressions (in 1000s) per mailed request.

[4] Index H is defined as the number of mailed requests received per 100,000 television household impressions.

TABLE 24

RANKED EFFECTIVENESS OF
POSITIVE PARENT TV SPOTS

RANK	SPOT(S)	INDEX G[1]	INDEX H[2]
1	PANCAKES	5.50	18.17
2	BEDTIME	9.30	10.76
3	SPILLED MILK	11.46	8.72
4	SMASHED GLASS	11.96	8.36
5	IT'S MONSTROUS	13.62	7.34
6	"DISCIPLINE"	13.80	7.25
7	NOBODY LISTENS	14.99	6.67
8	CLAY	17.58	5.69
9	HOUSEWIVES	19.16	5.22
10	THOSE OL' CIGARS	21.29	4.70
11	BREAKFAST	28.26	3.54
12	"FR&R"	29.49	3.39
13	FAMILY	240.58	.42

---

[1] Index G is defined as the number of television household impressions (in 1000s) per mailed request.

[2] Index H is defined as the number of mailed requests received per 100,000 television household impressions.

c. audience response

Table 25 compares the percent of Field test mailed requests that originated from low and non-low income SMSA census tracts with the percentage of population residing within those tracts. Of all Field test responses, 62.1% originated from the SMSA portions of the test market and serve as a basis for these analyses. It can be seen that the percent of mailed requests originating from low income tracts (31.6%) slightly exceeded the percent of population residing within those tracts (29.1%).

TABLE 25

PERCENT OF POPULATION IN AND PERCENT OF MAILED REQUESTS ORIGINATING FROM LOW AND NON-LOW INCOME CENSUS TRACTS

FIELD TEST MARKETS*

ANNUAL INCOME LEVEL		PERCENT OF POPULATION	PERCENT OF MAILED REQUESTS
Low:	0 - 8,000	29.1	31.6
Non-low:	over 8,000	70.9	68.4
TOTAL		100.0 (4,644,598)	100.0 (855)

---

*Television test markets included in this analysis:

Sacramento, CA
San Diego, CA
Memphis, TN
Birmingham, AL
Augusta, GA
Columbus, GA

d. telephone interviews

Telephone interviews were conducted between August 30 and September 16, 1977, with persons who responded to the POSITIVE PARENT TV spots during their Field tests by writing in for the booklets advertised free in the spots. A total of 65 interviews were completed with respondents in six test markets: Memphis, Birmingham, Sacramento, San Diego, Augusta, and Columbus. The primary objective of these interviews was to obtain specific demographic data on spot respondents and to gather reaction to the several booklets: "Praise Your Children," "Pay Attention to Your Children," "Practice What You Teach," "Children Learn by Watching and Helping," "Help Your Children Cope With Frustration," and "Be Consistent."

Table 26 presents the demographic characteristics of the interviewed respondents who requested booklets as a result of seeing the spots. Anglos easily comprised the largest segment of those respondents interviewed (69%), while Blacks made up approximately one-fourth of the total. Respondents were primarily in their 20's (53%), although a sizeable contingent were over 40 years of age. Virtually all respondents had completed high school (96%), and over half (56%) had attended or completed college. Some 30% of the respondents earned less than $8,000 annually. Of the remaining individuals, a majority reported annual incomes in excess of $12,000.

Interviewee reaction to the six POSITIVE PARENT booklets is summarized in Table 27. Nearly all respondents recalled seeing the TV spots to which they responded for booklets. A majority

TABLE 26

RESULTS OF PHONE INTERVIEWS
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS
POSITIVE PARENT FIELD TESTS

A. # of Children

	Respondents	Total # of Respondents	Total # w/ Children	Total # w/ Children Under 6	Average # of Children
(A)	"Praise"	7	6	4	2.42
(B)	"Pay Attention"	6	4	4	1.00
(C)	"Practice"	6	4	4	1.16
(D)	"Watch/Help"	9	8	7	1.44
(E)	"Cope"	7	5	2	1.71
(F)	"Be Consistent"	30	24	18	1.83
(G)	ALL RESPONDENTS	65 (100%)	51 (78%)	39 (60%)	1.69

B. Ethnicity

	Total # of Respondents	Anglo	Black	Mexican American	Other
(A)	7	6	1	0	0
(B)	6	4	0	2	0
(C)	6	3	1	1	1
(D)	9	6	3	0	0
(E)	7	6	1	0	0
(F)	30	20	10	0	0
(G)	65 (100%)	45 (69%)	16 (25%)	3 (5%)	1 (2%)

C. Age

	Total # of Respondents	-21	21-25	26-30	31-35	36-40	40+
(A)	7	0	1	1	1	1	3
(B)	6	1	3	2	0	0	0

D. Age, Cont.

	Total # of Respondents	-21	21-25	26-30	31-35	36-40	40+
(C)	6	1	1	2	1	0	1
(D)	9	1	3	3	1	0	1
(E)	7	0	0	2	1	2	2
(F)	30	1	6	10	4	0	9
(G)	65 (100%)	4 (6%)	14 (22%)	20 (31%)	8 (12%)	3 (5%)	16 (25%)

E. Education

	Total # of Respondents	Some High School	Completed High School	Some College	Completed College
(A)	7	0	3	2	2
(B)	6	1	1	3	1
(C)	6	0	2	2	2
(D)	9	1	3	2	3
(E)	7	0	2	3	2
(F)	30	1	15	8	6
(G)	65 (100%)	3 (5%)	26 (40%)	20 (31%)	16 (25%)

F. Income

	Total # of Respondents	-$2,000	$2,000-5,000	$5,000-8,000	$8,000-12,000	$12,000+
(A)	6	0	0	1	1	4
(B)	5	0	1	2	2	0
(C)	5	0	1	2	1	1
(D)	9	1	0	2	1	5
(E)	7	0	0	4	1	2
(F)	28	1	1	3	10	13
(G)	60 (100%)	2 (3%)	3 (5%)	14 (22%)	16 (25%)	25 (38%)

TABLE 27

RESULTS OF PHONE INTERVIEWS
REACTION TO FIELD TEST BOOKLETS

1. Received Booklet? (N=67)

61	(a)	Yes
6	(b)	No

2. PSA seen? (N=67)

62	(a)	Yes
5	(b)	No

How many times:

2	(a)	1x
13	(b)	2-4x
28	(c)	4-7x
2	(d)	10-14x

3. Why wrote in for booklet? (N=66)

31	(a)	direct mention of children
8	(b)	job or educational background
7	(c)	general interest, curiosity
5	(d)	professional provider, etc.
10	(e)	to give to someone
5	(f)	TV ad
0	(g)	other

4. What was expected? (N=65)

27	(a)	"What I got"
19	(b)	"I don't know"
10	(c)	more
0	(d)	less
9	(e)	other

5. Read booklet? (N=61)

57	(a)	Yes
4	(b)	No

6. Booklet what expected? (N=59)

40	(a)	Yes
16	(b)	No

TABLE 27 (continued)

7. New information? (N=50)

17	(a)	Yes	(all- 3, most- 1, some- 11)
38	(b)	No	
2	(c)	other	

8. Useful information? (N=56)

29	(a)	all
14	(b)	most
8	(c)	some
5	(d)	none

9. Used suggestions? (N=59)

37	(a)	Yes
23	(b)	No

10. Liked booklet? (N=59)

40	(a)	Yes
12	(b)	No

11. Disliked booklet? (N=57)

2	(a)	Yes
54	(b)	No

12./13. What did with booklet? (N=59)

45	(a)	kept
7	(b)	gave away
3	(c)	threw away
4	(d)	loaned
0	(e)	lost
0	(f)	"Don't know"
0	(g)	other

of individuals claimed to have seen the spots approximately four to seven times. When asked for the main reason why they wrote in after seeing the spots, respondents most frequently mentioned having either small children of their own or having grandchildren. Most respondents were satisfied with the booklet they had received, i.e., they received what they expected to receive. Furthermore, although two-thirds of the interviewees did not feel that the booklets contained basically new information, nearly all said the information was useful. Finally, a majority of the respondents liked the booklets and had begun to use the parenting suggestions mentioned in them.

5. Conclusions

Agency sponsorship and utilization of the POSITIVE PARENT TV spots and booklets in the campaign-test strategies proposed by SEDL were highly successful. The broadcast of the TV spots as PSA's and the dissemination of the booklets to responding viewers complemented the ongoing programs and services of the participating agencies. Furthermore, the POSITIVE PARENT campaigns afforded a variety of positive benefits to the sponsoring agencies. Finally, all of the facilitators agreed that the POSITIVE PARENT products definitely possessed the potential for even further usefulness in their agencies.

Unlike the Pilot test broadcasts of new TV spots, the Field test broadcasts of existing TV spots were effective in reaching a low-income audience. This contention is supported in two ways: (1) the proportion of written requests originating from low-income census tracts in the Field test markets was slightly greater than the proportion of SMSA population residing within those tracts, and (2) an equivalent proportion of Field test respondents interviewed by phone reported an annual family income within the low income index. The predominant ethnicity of those respondents interviewed by phone was Anglo. This finding is suggestive that the TV spots were not effective in motivating mail-in response from minority audience members. However, the telephone interviews do substantiate the positive reaction of virtually all respondents to the content of the POSITIVE PARENT booklets.

B. MARKETING AND DIFFUSION

1. Evaluation Design

SEDL chose to initiate its publishing effort and distribution planning for the POSITIVE PARENT TV spots and booklets with a marketing survey of local agencies, institutions, and organizations to determine market demand for the POSITIVE PARENT products. The survey was conducted in order to gather data on the following research questions:

1. What is the market demand for each booklet per agency surveyed, both realistically and ideally?
2. What is the total demand for each booklet across all agencies, both realistically and ideally?
3. Does the total demand for booklets appear to differ across booklets?
4. Across all booklets, what is the total request that an agency might make?
5. How are the realistic response estimates distributed?
6. How do ideal and realistic estimates of interest differ?
7. Are there any kinds of agencies that have discernibly larger indications of interest?
8. What percentage of respondents favor: booklets under one cover, groups of booklets under one cover, or booklets individually bound?

Based upon these findings, a product inventory was to be established and further plans developed for marketing the POSITIVE PARENT products.

2. Instrumentation

A copy of the instrument used for the POSITIVE PARENT DISTRIBUTION ASSESSMENT is included in the pages that follow.

3. Data Collection and Analysis

The marketing survey questionnaire was mailed to 72 agencies

A POSITIVE PARENT DISTRIBUTION ASSESSMENT INSTRUMENT p.1 of 2

Please answer the following questions as best you can. Feel free to use the back of the page. No purchase commitment is intended by your answers.

1. Reviewer background: Name ______________________________

Position ______________________________

Agency ______________________________

Mailing Address ______________________________

Phone Number ______________________________

2. Briefly describe the parenting community (e.g., income level, cultural-racial group, language preferences) your agency serves and how/where your agency serves that community.

3. Generally, does it appear that the POSITIVE PARENT booklets could help meet the needs of your agency and the parenting needs of your target community?

Check one: Definitely, yes ______ Maybe ______ Definitely, no ______

If "yes" or "maybe", please explain how the booklets could be helpful and the way they would probably be used by your agency.

If "no", please explain why the booklets would not be helpful.

4. Based on your close review of the materials, please feel free to critique specific booklets or all of the booklets in general. We are interested in such things as what you like and dislike about them, whether they are appropriate for your target audience, and what changes would make them more useful to you and to your target community.

Name ______________________________

5. Are there additional parenting topics which you would like to see presented in this manner? If so, what are the topics?

6. a) How many of each booklet do you think your agency could ideally use? Place these numbers in column marked "Ideal".

   b) Assuming that the cost of each booklet was less than 30 cents, what quantity of each booklet do you think your agency would realistically consider purchasing at this time? Please mark these numbers in the column marked "Real".

Ideal	Real		Ideal	Real	
_____	____	Read to Your Child	_____	____	Praise Your Children
_____	____	Talking with Children	_____	____	Pay Attention to Your Children
_____	____	Expect the Best from Your Children	_____	____	Children Learn by Watching and Helping
_____	____	Practice What you Teach	_____	____	Be Consistent
_____	____	Help Your Children Cope with Frustration	_____	____	Los ninos aprenden mirando y ayudando

7. We are considering the following options: publishing all ten booklets under one cover; publishing groups of booklets with each group under one cover; publishing bound individual booklets.

   If your agency were purchasing POSITIVE PARENT booklets, which format would you prefer?

   Check one: all ten booklets under one cover ______

   a group of booklets under one cover ______

   bound individual booklets ______

8. What other agencies do you think would be interested in examining and/or purchasing these booklets?

and institutions in the local Austin area during November 1976. Phone calls were placed before initiating the mailing so as to facilitate agency cooperation. Returned instruments were analyzed with regard to projected consumer demand for the POSITIVE PARENT products. Responses per question were collapsed across all instruments and summarized as to cumulative findings.

4. Results

Of the 72 agencies and institutions surveyed in the local Austin area, a total of 56 (78%) completed and returned the Distribution Demand instrument. The raw response data from these instruments are presented in matrix form in Appendices C5 and 6. Answers to some of the original research questions are evident from inspecting these matrices. In other cases, additional calculations were made. Results are summarized in Table 28. Overall, there was a consistent response across booklets and it is clear that the agency responses to all booklets were strong and almost identical. The number of realistic booklet requests within intervals are reported in Table 29. Among all respondents, it was state agencies, particularly those focusing directly on parenting, which expressed the greatest consumer interest in the POSITIVE PARENT products.

TABLE 28

POSITIVE PARENT DISTRIBUTION DEMAND DATA
SUMMARY OF RESULTS

1. What is the market demand per agency for each booklet?

Ideal projections for each booklet ranged from 0 to 142,000 while realistic projections ranged from 0 to 1,000.

2. What is the total demand for each booklet across all agencies, both realistically and ideally?

The average realistic demand for a booklet was 1,655 while the ideal average demand was 166,186.

3. Does the total demand appear to differ across booklets?

Since total volume requests are clearly quite similar, it is difficult to say that the demand differs across booklets.

4. Across all booklets, what are the total requests that an agency might make?

According to the data presented in the matrices, ideal estimates ranged from a total of 0 to 1,420,000. Realistic estimates ranged from 0 to 10,000. The most common (modes) ideal estimates were 500 and 1000, while the most common real estimate was total of 100 booklets. The middle (median) ideal estimate was also 500, while the middle (median) real estimate was 100.

5. What is the distribution of realistic estimate responses for individual booklets?

The realistic volume responses for each booklet were placed within one of the following classes: 0-9; 10-19; 20-49; 50-99; 100 or more. These patterns are fairly identical across booklets. The larger number of responses are in the 0-9 and 10-19 intervals. But in the case of each booklet, the distribution of requests is spread across all of the intervals.

6. How do ideal and real estimates of booklet needs differ?

The overall relationship of ideal to real estimates was 100 to 1. There was no single relationship. It ranged from 1:1 to very large differences (3550:1). The most common relationships were 1:1 and 2:1, with the middle (median) relationship between 2:1 and 3:1. It is not clear how people made projected estimates and how these methods may have differed across agencies.

7. Are there any types of agencies that had discernibly larger interest?

   Defining a large realistic interest as an estimate of 500 or more, it can be said that particular branches of the State Department of Public Welfare (Human Resources), the Texas Department of MHMR, the Austin Parent-Child Association, and the Migrant Education Division of the Texas Education Agency had large interests.

8. What percentage of respondents favored booklets published inside one cover, groups of booklets under one cover, or individually bound booklets?

   Clearly, respondents tended to favor individually bound booklets (69%).

TABLE 29

NUMBER OF REALISTIC REQUESTS WITHIN INTERVALS

	Interval				
Booklet	0-9	10-19	20-49	50-99	100 or more
Read to Your Child	7	6	4	4	4
Talking With Children	6	8	4	3	4
Expect the Best from Your Children	6	6	4	3	4
Practice What You Teach	6	6	5	3	3
Help Your Children Cope With Frustration	6	6	5	3	2
Praise Your Children	6	6	5	3	4
Pay Attention to Your Children	6	6	4	3	5
Children Learn by Watching and Helping	7	5	5	2	4
Be Consistent	6	6	4	3	4
Los niños aprenden mirando y ayudando	7	6	4	2	3

5. Conclusions

On the basis of the results collected for the POSITIVE PARENT Distribution Demand Assessment, it is possible to conclude that demand for the booklets by potential consumer groups is uniformly high across all booklets. Moreover, while surveyed agencies differed in their volume needs, in general, the demand appeared across all agencies. Finally, the results of the assessment are suggestive that large state agencies are a good place to begin in soliciting purchases of the POSITIVE PARENT products.

VI. Other Significant Efforts

A. POSITIVE PARENT PRODUCT MARKETING

The marketing and sales of the existing POSITIVE PARENT television spots and booklets commenced on June 1, 1977. As previously discussed in Chapter III, a variety of promotional strategies were also initiated at that time in order to generate product sales. The sales objective for the promotional effort was a volume of 120,000 booklet units or 60% of the initial product inventory by the end of the funding period. No sales objective was identified for the TV spots since no initial inventory was established for these products.

Table 30 sets forth a month-by-month depletion of the initial POSITIVE PARENT booklet inventory. Figure 1 illustrates the cumulative sales volume for the booklets during the sales period. It can be seen from the figure that the POSITIVE PARENT promotional strategies were successful in attaining the sales objective since a total of 123,658 booklet units, or 61.8% of the initial inventory, had been sold by October 31, 1977. In addition to booklet sales, several sets of the POSITIVE PARENT television spots, in both 2" broadcast and 3/4" videocassette formats, were also sold during the sales period. A list of all POSITIVE PARENT consumers is contained in Appendix D.

B. ASSESSMENT OF PRODUCT UTILIZATION

In order to gather data regarding utilization of the POSITIVE PARENT products, an assessment instrument was developed by WUIII staff and applied by phone in October, 1977 to a sample of consumers. A copy

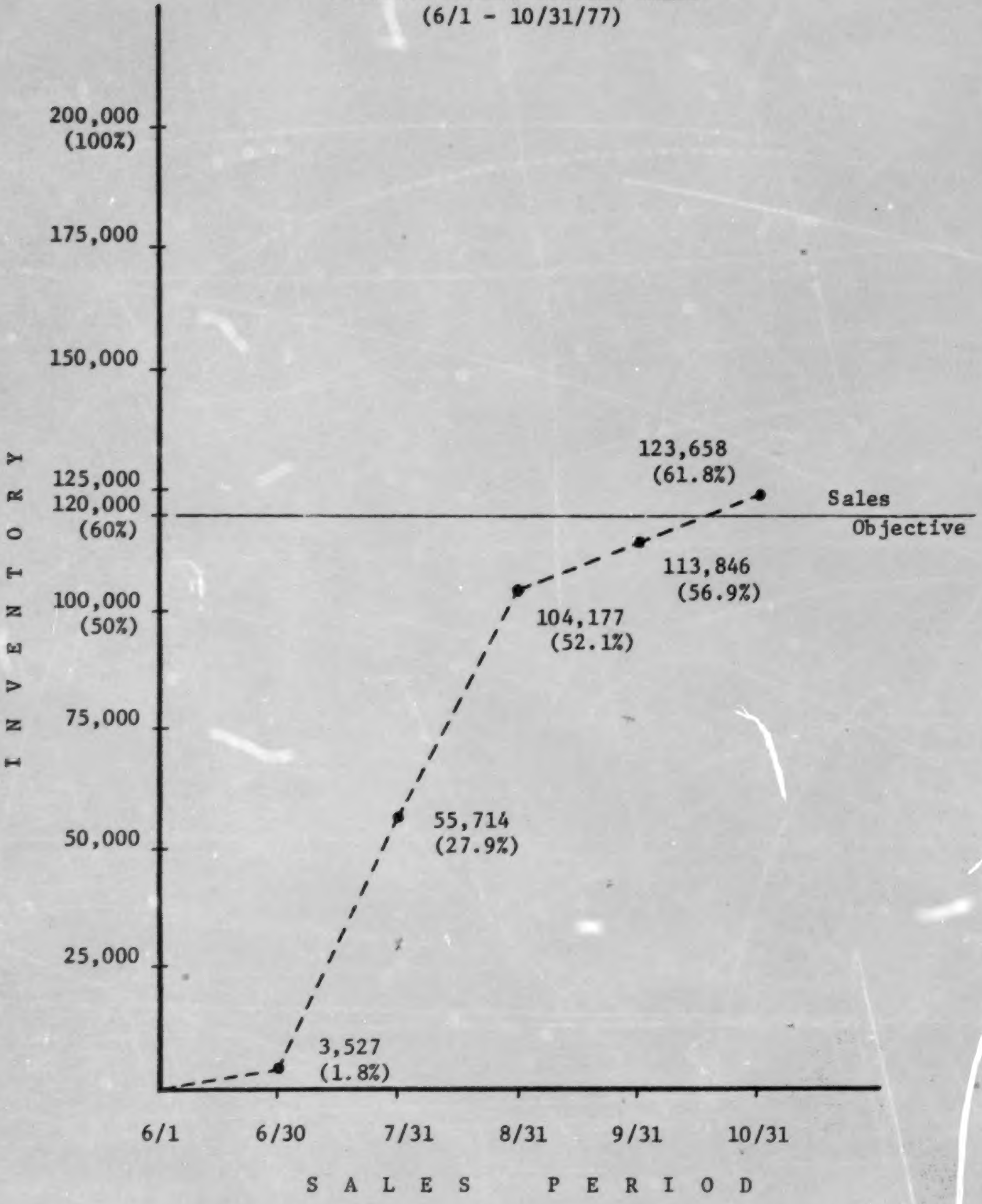
TABLE 30

POSITIVE PARENT BOOKLET INVENTORY

Title	6/1/77	6/30/77	7/31/77	8/31/77	9/31/77	10/31/77
"Practice What You Teach"	20,000	19,745	13,201	8,043	7,036	6,019
"Expect the Best From Your Children"	20,000	19,425	17,861	12,728	11,744	10,782
"Talking With Children"	20,000	19,540	11,874	6,696	5,633	4,641
"Read to Your Child"	20,000	19,545	11,939	6,062	4,989	3,629
"Help Your Children Cope With Frustration"	20,000	19,740	13,144	7,986	6,923	5,874
"Pay Attention to Your Children"	20,000	19,540	11,994	6,193	5,196	4,215
"Children Learn by Watching and Helping"	20,000	19,740	12,214	7,056	6,084	5,212
"Praise Your Children"	20,000	19,740	18,185	13,052	12,045	11,038
"Be Consistent"	20,000	19,765	16,701	10,900	9,837	8,916
"Los Ninos Aprenden Mirando y Ayudando"	20,000	19,693	17,170	17,107	16,667	16,016

FIGURE 1

POSITIVE PARENT BOOKLET SALES
(6/1 - 10/31/77)



UTILIZATION QUESTIONNAIRE

POSITIVE PARENT
The Early Childhood Program
Southwest Educational Development Laboratory

OUR RECORDS SHOW THAT YOU ORDERED
POSITIVE PARENT MATERIALS:

Agency ____________________

Order ____________________

Date ____________________

1. Please identify the major program/project activities/services of your agency related to parenting.

2. What clientele are served by these activities?

3. Did you receive the POSITIVE PARENT materials as ordered?

4. For what purposes did you order the POSITIVE PARENT materials?

5. Have you begun to use the POSITIVE PARENT materials for these purposes?

6. How are you using the materials? (How will you use the materials?)

7. With whom are you using/will you use the materials?

8. Do you feel the materials have been successful in the ways you have used them?

9. Do you have any feedback to indicate the success of the materials?

10. Do you feel your agency has benefitted from using the POSITIVE PARENT materials?

11. In what ways has your agency benefitted from using these materials?

12. What future uses do you see for the POSITIVE PARENT materials in your agency?

13. Are there any additional comments you wish to make regarding the POSITIVE PARENT materials?

ANSWER SHEET

Date ____________

Respondent ____________

Title ____________

POSITIVE PARENT UTILIZATION

Materials: Agency ____________

Order ____________

Date ____________

1. Agency Parenting Activities/Services: ____________

2. Agency Parenting Clientele: ____________

3. Materials Received? Yes ___ No ___

4. Original Purposes for Order: ____________

5. Materials in Use for These Purposes? Yes ___ No ___

6. How/Ways Materials Being (Will Be) Used: ____________

7. With whom Materials Used? ____________

8. Materials Success: ____________

9. Feedback: ____________

10. Agency Benefit: ____________

11. Ways/Types of Benefit: ____________

12. Future Uses: ____________

13. Additional Comments: ____________

of the instrument is presented in the pages that follow.

Of the 79 POSITIVE PARENT consumers listed in Appendix D, assessments were conducted with 27 (34%). This group accounted for the purchase of 65,590 booklet units or 53% of the total booklet sales registered during the sales period.

Results from the consumer survey are presented in Table 31. A majority of the agencies service preschool children and their families, at all income levels. In addition, many public school and post-secondary programs are also represented. The products were originally ordered to serve primarily for either of two purposes: (1) for staff development and as resource materials for professionals and providers, and (2) for workshops, counseling, and other resource uses with parents. Over 60% of the responding agencies reported that the products were currently in use. Over half of the survey respondents felt that the products have thus far been successful. All of the agencies indicating feedback as to the success of the products utilization, reported highly positive responses from product users. Several respondents also reported benefit to their agency from using the POSITIVE PARENT products. Moreover, the respondents projected the further usefulness of the products in a variety of parent education and training uses. Finally, the sampled consumers were highly complimentary of the products for their design, content, and effect following application.

In conclusion, the POSITIVE PARENT products have been purchased by a variety of groups and used successfully for a number of purposes

TABLE 31

POSITIVE PARENT UTILIZATION QUESTIONNAIRE

SUMMARY OF RESULTS

Types of Agencies: (N=27)

2 (a) State, County Health Departments

9 (b) Day Care Associations, Child Development and Preschool Centers, Preschool Title XX programs, Child Guidance/ Treatment Centers

7 (c) College/university departments of Home and Family Life, Child Development, Early Childhood Education, Home Economics, and special programs

2 (d) State, regional office of Social Service agencies

6 (e) SEA, CEA, ISD, individual school programs, education service centers

1 (f) PTA/related programs

1. Agency Parenting Activities/Services (N=16)

1 (a) infant health duties
4 (b) day care centers, nursery schools
3 (c) Title XX and Head Start program services
6 (d) workshops, meetings, and other programs for parents
1 (e) resource and reference for Social Service agency staffs
2 (f) training teachers/class instruction for college students in working with parents
1 (g) curriculum materials
1 (h) therapy for children and families

2. Agency Parenting Clientele (N=20)

3 (a) parents of retarded or handicapped children/children with learning disabilities
2 (b) Title XX parents and providers
8 (c) parents and providers of children in kindergarten, elementary school, public and private day care centers
5 (d) low-income minority parents/parents of children eligible for Head Start
3 (e) middle-income parents
1 (f) teenage parents
3 (g) college students
1 (h) working parents
1 (i) educationally deficient adults

TABLE 31 (continued)

3. Materials Received (N=25)

23 (a) Yes
0 (b) No
2 (c) Do not know/not sure

4. Original Purposes for Order (N=17)

1 (a) to review for further purchase
6 (b) staff development; resource material for professionals and providers
11 (c) parent workshops, parent counseling, and as resource materials for parents
1 (d) research design
2 (e) TV spot broadcast campaigns and dissemination of booklets to viewers
2 (f) curriculum materials

5. Materials in Use for These Purposes? (N=20)

13 (a) Yes
7 (b) No:
    1 . have been unable
    5 . not as yet
    1 . do not know if materials have been received

6. How/Ways Materials Being (Will Be) Used? (N=20)

4 (a) distribution to professionals/providers and through day care centers
18 (b) for use as curriculum and instructional materials (in programs, workshops, courses, classes)
6 (c) in house visits, counseling
2 (d) to respond to viewers of the TV spots
2 (e) as part of a lending library for parents
2 (f) for display and distribution in public offices of agencies and clinics

7. With Whom Materials Used? (N=17)

10 (a) parents (of: preschoolers, elementary students, children with guidance needs, developmentally-delayed children; teenage mothers)
1 (b) church educational leaders
3 (c) students and college/university groups
3 (d) public school teachers and counselors
3 (e) Day Care/Child Development Center administrators and staff

TABLE 31 (continued)

8. Materials Success (N=20)

    12 (a) Yes
    8 (b) Too early to tell

9. Feedback (N=6)

    1 (a) social workers "love" them
    4 (b) parents greatly enjoy them:
        - parents who have reputation for not wanting to participate have responded to workshops built around these booklets
        - materials have enhanced the confidence of the parents in their parenting skills
        - many families like the ideas and appearance of the booklets
        - parents like everything about booklets
    1 (c) materials have been so popular the agency has run out of the original order (45,000 copies)

10. Agency Benefit (N=12)

    5 (a) too early to tell
    7 (b) Yes:
        - agency's clientele feel that it helps them be better parents
        - the materials are a tremendous complement to the agency's programs and services

11. Ways/Types of Benefit (N=5)

    1 (a) too early to tell
    1 (b) materials have expanded students' understanding
    1 (c) has provided agency with additional resource material
    1 (d) allow good information to be passed on to parents in a simple way
    1 (e) allows for continued contact of parents and broadens knowledge of parenting skills

12. Future Uses (N=11)

    7 (a) parent training curriculum, modules, courses, sessions, workshops
    1 (b) instructional material for students
    2 (c) dissemination to viewing audience of TV spots
    1 (d) mass distribution
    1 (e) staff in-service training and review materials
    2 (f) case work and counseling
    1 (g) parent lending library

TABLE 31 (continued)

13. Additional Comments (N=10)

2 (a) "would like..." comments:
- booklets to be even cheaper
- more titles in Spanish

15 (b) "Especially like..." comments:
- 5 . concise, simple, good, up-to-date, to-the-point content
- 2 . reading level appropriate to parents
- 1 . ethnic balance of material
- 2 . fathers represented in photographs and in content examples
- 1 . presentation that doesn't "talk up or down"
- 3 . pleasant colors and photographs
- 1 . the materials as reminders

6 (c) Other comments:
- "When will other booklets be available?"
- "the materials are just what we have been wanting but haven't had time or money to develop ourselves"
- "Our program with these has been so successful, we have had requests for advice and assistance from all over the country."
- "recommended that you contact two additional markets--(1) Health Department clinics that have classes for parents, and (2) programs for teenage parents"
- "hope materials are available for a long time"
- "we've spread them all over the state"

with several types of program and project constituencies. The products have achieved the goals for utilization as set by their user groups. In addition, the use of the POSITIVE PARENT products has definitely benefitted the consumer agencies. Finally, POSITIVE PARENT consumers feel that the products hold the promise of even additional usefulness with future applications.

VII. Implications and Recommendations

A. IMPLICATIONS

The ECP's efforts in developing, researching, and marketing the POSITIVE PARENT products during the current and previous funding periods have several implications. These implications can best be discussed by grouping them according to several areas: design, content, and audience appeal of the products; communication and research models for the products; and product marketing and utilization.

1. Product Design, Content, and Audience Appeal

The results of researching the POSITIVE PARENT television spot announcements and supportive booklets suggest that the effectiveness of these product formats in increasing parenting awareness is not limited to low income parents of preschool children. Rather, the products are effective with a much broader population. While the content and appeal of the spots and booklets are appropriate for the low income target group, the products are also appropriate for a broader population, middle income parents as well as professionals working within the field. The data suggests that the primary reason these products are also effective with other populations is that middle income and low income parents share many of the concerns addressed in the POSITIVE PARENT materials. Furthermore, the design, content, and appeal of the products also extends to professionals and/or providers who work within early childhood education, child development, parenting, and related areas.

The major implication regarding the design of television

PSA's on parenting is that "slice-of-life" portrayals, rather than abstract or aesthetic renderings, are more effective with the television-viewing parenting audience. To a lesser extent, the data suggests that such elements of production design as on-camera dialogue, open-ended models and negative-positive closure models, and realistic environments also contribute to the effectiveness of television spots on parenting. Finally, as regards the performance of multiple, ethnic-specific spot versions, the research findings tend to imply that the spot topic and features of production design contribute more significantly to effectiveness than do character ethnicity.

Based upon reaction and response to the POSITIVE PARENT booklets, there are several design features that are responsible for the effectiveness of these print materials. These features tend to include: topic-specific booklets; short paragraphs containing clear and concise content points; a reading difficulty of no more than eighth grade level; the inclusion of realistic, multi-ethnic photographs to accompany the content points; and mention of additional sources of more information on the topic. There is implication that such booklet design features are effective across the broad parenting population. However, the data further implies that the several design features are supportive of, but secondary to, the importance of topic in contributing to the effectiveness of the booklets. In other words, the most important feature is the subject matter of the booklets.

2. Communication and Research Models with the Products

The communication and research models employed by the ECP for the POSITIVE PARENT products have been designed to measure primarily a single, discrete use and role for these products. While commercial broadcast television is an appropriate communication medium for reaching the mass parenting population, the nature of PSA programing and the requirement of write-in audience response poses impediments to product effectiveness and to measuring such effectiveness. The implication is that the use of the television spots as PSA's to advertise the availability of the booklets is not the most efficient or effective dissemination strategy for the booklets. Instead, the primary communication and dissemination mechanism for these materials should focus primarily on the booklets, with support and reinforcement from broadcast of the spots as PSA's.

3. Marketing and Utilization of the Products

It is evident from the data that the marketing effort for the POSITIVE PARENT products has been highly successful. The implications include: (1) SEDL has correctly identified the consumer market for these products, (2) the promotional strategies designed for this effort have been effective in generating product sales, and (3) the market for the POSITIVE PARENT products is even broader than originally envisioned.

It is also apparent that the products have been utilized successfully by a variety of consumer groups. The implication is that the products can be effective in filling the needs of both the service populations and the professional and/ or provider staffs of the consumer groups.

B. RECOMMENDATIONS

It is recommended that the utilization of the booklets be the primary focus of the POSITIVE PARENT product implementation strategy and that the television spots be the secondary focus. This implementation strategy most closely parallels the strategies used successfully by consumers of the POSITIVE PARENT products. For small group uses such as seminars, classes, or workshops, and for counseling and resource use with individuals, consideration should be given to using the booklets to supplement existing parenting materials and programs or to form the nucleus for new program curriculum. The mass distribution of the booklets to certain populations, such as low income parents, might best be accomplished by tapping into existing dissemination channels which serve these groups. The booklets could be sent home with children from preschool centers and elementary schools or be distributed through public agency offices, churches, and community centers. The spots could support both types of booklet utilization. For seminars and workshops, the spots could be used without closing tags as discussion starters and general companion media to the booklets and/or other materials. The PSA broadcast of the spots prior to, during, and after the mass dissemination of the booklets could serve to encourage use of the booklet and to generally confer status upon them.

The effort of marketing the POSITIVE PARENT products should be continued without a doubt and, if possible, should be expanded to include additional segments of the consumer market. Furthermore, there is a continuing need to develop even more parenting materials of the POSITIVE PARENT type on additional topics for use with general and specific parenting audiences.

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APPENDIX A

DEVELOPMENT AND TESTING OF NEW PRODUCTS

1 - Discussion Outline for Focus Group Interviews

2 - Conclusions and Recommendations, M/A/R/C Needs Assessment Report

3 - Revisions Made in "Discipline" Situations Following Design Test

4 - Revisions Made in "Family Roles and Relationships" Situations Following Design Test

5 - Consultants

6 - Major Questions of Interest for Consultant Product Review

7 - Consultant Reviews of New Products

8 - Data Profiles of Test Markets

9 - Station Data Summaries

10 - Audience Response Data by Test Market

11 - Results of Phone Interviews. Reaction to "4 Ways to Discipline Children"

12 - Results of Phone Interviews. Reaction to "Where Do Adults Come From?"

Appendix A1

DISCUSSION OUTLINE FOR FOCUS GROUP INTERVIEWS

I. Introduction By Moderator
   A. Session will be tape recorded so that I won't have to take notes.
   B. Just relax, be comfortable. There are no right or wrong answers. Feel free to say anything you wish.
   C. Listen carefully to each other. Ask questions if someone says something you don't understand.
   D. Try to talk one at a time and let's give everyone the chance to express his or her opinions.
   E. You will be talking mostly to one another, not me. You will do most of the talking and I'll do very little.
   F. Why don't we go around the table and tell our names, the number of children we have, their ages, and how long we've lived in this area.

II. To get started, let's discuss what it's like to be a parent of a small child (1-5 years of age). Okay? So what's it like to be a parent of a small child?
   A. What are the greatest joys of being a parent?
   B. What are the most difficult things about being a parent?
   C. Are most people "good" parents, or "bad" parents?
   D. Do parents need help to become better parents?
   E. What mistakes do parents make?
   F. In a family, what is the role or responsibility of the father as a parent? That is, what should the father do? And what should the mother do?
   G. If you were having problems as a parent, what would you do?
   H. Where would you go for help or advice? To whom would you talk?
   I. How could people become better parents?

III. In what ways could your parents have been better parents when you were a small child?

IV. What problems or difficulties have you had with your very small children? (GET SPECIFICS. VERY IMPORTANT)
   A. What about one-year olds? Two-year olds? Three-year olds? Four-year olds? Five?
   B. How did you (or have you) solve these problems?
   C. What discipline problems have you experienced?
   D. What is the best method of making your child mind you?
   E. Other problems?
      . learning to walk
      . learning to talk
      . potty training
      . temper tantrums
      . disobedience
      . selfishness
      . biting/fighting
      . getting along with others
      . manners
      . sexual

Appendix A1 (continued)

V. Have you every felt a need to learn more about children and being a parent, or do you feel you can adequately handle most problems that occur?
   A. How would you go about learning more? (PROBE)
   B. Whose opinion would you rely on the most?

VI. Let's play a little game. Let's pretend we own a school to teach people how to be better or more effective parents. We are meeting here at our school to try to decide what our school ought to teach parents? Okay?
   A. So what classes do we offer? What subjects do we teach? What are we going to teach that'll help people become better parents?
   B. How are we going to interest parents in coming to our school? What do we tell them? How do we interest people in learning more about being parents?
   C. Maybe we could develop books, or television programs, or movies or brochures to help people become better parents.
   D. Which of these would be best?

VII. Another question: What do you want for your children in the future... when they grow up?

VIII. Explain Early Childhood Program and get reactions to it.

   - Multi-media training packages.
   - Brochures and subjects.

   A. Is program of interest or not? Why?
   B. How could it be improved?
   C. How could other people be interested in it?

Appendix A2

CONCLUSIONS AND RECOMMENDATIONS
M/A/R/C NEEDS ASSESSMENT REPORT

OBJECTIVE: To determine which parenting topics are considered important by low income parents of young children.

The topics which appear to be most important to low income parents are...

1. Husband/wife relationship as it relates to rearing children.

   This is the topic of greatest interest. Parents must meet their own needs before they can fulfill the needs of their children.

2. Eliminating or reducing the burden and hassle of rearing children.

   Are there not time-saving, labor-saving and nerve-saving ways of raising children? This subject concerns organization, efficiency and state of mind.

   A. Suggestions for mateless parents
   B. Suggestions for working mothers

3. Discipline.

   How to get your kid to do what you want.

4. Teaching young children about sex.

5. Questions and communication.

   How to answer questions, stimulate conversation, and really communicate with your child.

6. Child Development.

   What to expect and how to handle children at different stages of development.

7. Health and safety.

OBJECTIVE: To determine on which parenting topics low income parents feel they have the most knowledge and skill.

Most parents feel that they have sufficient levels of skill in virtually all areas of parenting. The topics of discipline, communication and health and safety are probably the subjects on which parents think they have the greatest knowledge.

OBJECTIVE: To determine which parenting topics low income parents feel they need to have additional knowledge and skill in, with respect to becoming more effective parents.

The topics of husband/wife relationships, reducing the hassles, discipline and sex education are probably the topics which parents would most want to learn more about.

OBJECTIVE: To determine what parenting needs, if any, are peculiar to each of our target audience groups.

In addition to the subjects mentioned, Black fathers might be interested in topics having to do with improving his economic position, and Black mothers might be interested in ideas on how to raise your child and "get along" with mother.

Mexican-Americans, in addition to topics suggested previously, might be very interested in information on educational improvement for their children. Mexican-Americans definitely want their information presented in two languages.

OBJECTIVE: To determine which kinds of material formats are preferred and best suited to convey information to the target audience parents.

Written materials would be the least preferred presentation format; video tape or film the best medium.

The discussion group format is the most powerful method of information "presentation."

OBJECTIVE: To determine similarities and differences, if any, between urban parent concerns and needs and those of rural parents.

Differences are minimal. A separate treatment of urban and rural parents does not appear to be necessary.

OBJECTIVE: To determine what methods are most effective in providing follow-up information and assessment of parent utilization of acquired knowledge and skills.

It is not at all clear, after this research project, whether this objective can be achieved by any method of research. Probably not.

OBJECTIVE: To identify informational material language preferences with respect to materials produced for use by parents.

The White and Black materials should be in English: simple, pure, clean, ordinary English, without "buzz" words like "parenting, modeling, hidden agenda," etc.

The Mexican-American materials should be in Spanish and English. In both cases, the language should be simple.

OBJECTIVE: To draw from the needs assessment, participant information about a set of topics and strategies for developing and producing new materials which increase parenting knowledge and skills of low income parents of pre-school children.

It is recommended that the whole parent training program be built around four key topics of concern to parents:

- Husband/wife relationship.
- Reducing hassle of raising children.
- Sex education.
- Discipline.

The various parenting concepts would be incorporated into each of these topics. For example, husband/wife relationship could include portions on discipline, on communication, on answering questions, etc.

It is recommended that all ideas be positioned as: "suggestions and ideas from Mexican-American parents on disciplining children; or, suggestions and ideas from Black parents on sex education, etc." This "ideas and suggestions from real parents like you" positioning would a) facilitate communication, because the language of the target group would be used and the cultural context would be "correct" and b) enhance acceptance of the information. What is being recommended are three sets of materials: White, Black and Mexican-American.

It is recommended that the parenting library concept be executed via telephone as a parents "hot line" for ideas and suggestions on handling problems.

It is strongly recommended that the group discussion format be retained as a central feature of the parent training concept. The group discussion works best as an "exchanger" of information. If it is used to indoctrinate, it will not be effective.

The next step would be for the staff of Southwest Educational Development Laboratory to conduct and video tape a series of "depth" interviews with low income Whites, low income Blacks and low income Mexican-Americans. The purpose of these interviews would be to confirm the findings of this study and, more importantly, accumulate a body of information, examples, questions and stories to be used in films, books and brochures.

> "But if there's not any soul, it's not
> going to get there anyhow."

The success of the parent training program will be vastly enhanced by a one-to-one, equal state of mind and approach. If we are helping concerned, interested people share their knowledge with each other (even if we bias it a little), we will succeed; but if we are the experts helping poor, underpriviledged, deprived people to become as "good as us," we will fail.

Appendix A3

REVISIONS MADE IN "DISCIPLINE" SITUATIONS FOLLOWING DESIGN TEST

SITUATION

Broken Cookies

Revisions:
(1) Daughter changed to son.
(2) Dialogue minimized.
(3) Confrontation between mother and child changed to mother "discovering" child's misbehavior.
(4) VO audio narration added to on-camera dialogue.

Reasons:
(1) Activity chosen to portray mother had son of acceptable age. Use of son avoided stereotypic situation of mother shopping with daughter.
(2) Production design -- to emphasize child's behavior.
(3) Production design -- spot builds to stronger climax.
(4) Production design -- allows emphasis of content point as well as portrayal of situation.

Toilet Paper (Trail)

Revision:
(1) Children's actions confined to bathroom.

Reasons:
(1) Production design -- efficient focus on children's interaction.

Muchos Colores
(Many Colors)

Revisions:
(1) Location changed from bedroom to living room.
(2) Only 2 children instead of 3; children do not run outside.
(3) No on-camera dialogue; all VO audio narration.

Reasons:
(1) Production efficiency -- to share set with another scene.
(2) Product design -- focus on children's interaction & have parent intrude.
(3) Suggestion of content points over children's behavior.

Appendix A4

REVISIONS MADE IN "FR&R" SITUATIONS FOLLOWING DESIGN TEST

SITUATION			
A.	Change(s):	None	
B.	Change(s):	(1)	Girl character changed to boy character
		(2)	Practice area changed from the driveway to the empty street.
	Reason(s):	(2)	Character balance.
		( )	Production considerations.
C.	Change(s):	(1)	Interaction made positive by having father, mother, and son outside washing car.
	Reason(s):	(1)	Consistency of positive interactions across all situations.
D.	Change(s):	(1)	Young boy also added as character
		(2)	All action directed around backyard table.
	Reason(s):	(1)	Concern for role learning as shared across sexes.
		(2)	Limitations of production location.
E.	Change(s):	(1)	Situation changed to a coed softball game.
		(2)	Little girl as catcher is focus of attention from other players, all male.
	Reason(s):	(1)	Consistency of positive interaction across all situations.
		(2)	Shared coed play without respect to role and sex identification.
F.	Change(s):	None	
G.	Change(s):	(1)	Dad and daughter cook supper together.
		(2)	Mother and son work together in background.
	Reason(s):	(1,2)	Positive role and sex modeling and identification.
H.	Change(s):	None	
I.	Change(s):	(1)	Boy character is changed to girl character.
		(2)	Situation is changed to positive by mother and daughter sharing the experience.
	Reason(s):	(1)	Character balance
		(2)	Consistency of positive interactions across all situations.

Appendix A4 (continued)

J. Change(s):
(1) Boy character is changed to girl character.
(2) Mother, father, and daughter outside building a doghouse.

Reason(s):
(1) Character balance.
(2) Positive role and sex modeling and identification.

Appendix A5

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Appendix A6

MAJOR QUESTIONS OF INTEREST FOR CONSULTANT REVIEW OF POSITIVE PARENT TV SPOTS & BOOKLETS

I. ADVERTISING, MARKETING, AND PRODUCTION DESIGN

1. From a production point of view, do the spots and booklets address the intended target audience?
2. Do the spots and booklets communicate the intended message?
3. Are the spots and booklets complementary in message and design?
4. Does the communication model serve the intended purposes of the spots and booklets?
5. Is the research design appropriate to determine the effectiveness of the spots in reaching the target audience?

II. COMMUNICATION DESIGN

1. Comment on the research design, including alternative suggestions.
2. From the point of view of a communication researcher, comment on the communication model and its ability to achieve the desired effects?

III. PRODUCT CONTENT AND AUDIENCE APPEAL

1. Comment on the appropriateness of the spots and booklets for the intended target audience.
2. Comment on the communication model used to reach the target audience.
3. From the point of view of parenting skills and low income populations, comment on the interest of target audience parents in the subject areas represented in the spots and booklets.

Appendix A7

EVALUATION CONCERNS FOR POSITIVE PARENT TV SPOTS & BOOKLETS

CONSULTANT REPORT:
ADVERTISING, MARKETING, AND PRODUCTION DESIGN

Renee DeLaune

October 28, 1977

I feel very positive about POSITIVE PARENT TV spots and booklets. It is obvious that a great deal of time and care was spent producing these pieces. However, nothing is so perfect it cannot be improved upon. So it is with the idea of improvement that I render my critique:

Of the TV spots, the writing is good...easy to understand. The slice of life sequences for once seem realistic. And more specifically, the lighting and direction of the TV spots are superior to most electronic media in this market.

In my opinion, "Family Roles and Relationships" is a superior piece to "Discipline," fundamentally because it is easier to sell someone on loving his or her child, than on how to positively deal with the negatives of discipline and punishment.

I use the word "sell" stongly. And my only critism lies therein. "Broken Cookies" and "Toilet Paper" need to have more impact...that is, a call to action -- a reason to buy. In "Family Roles and Relationships," spot B, it ends, "The things children want are simple basic things and you can simply help by giving your time and your love." To me, telling your audience what you want of them is more effective than the somewhat vague ending of "Broken Cookies"..."It may be too late not to prevent the harsh words and tears, but there was a time when they could have been prevented."

As for the print material, the writing is especially easy to understand. In "Discipline," I skimmed the material and was able to keep up with the help of the subheads. This is important in dealing with your target audience.

Along that same line, I suggest keeping the copy blocks short, adding new subheads whenever possible and breaking up lengthy paragraphs with the use of all caps, photographs or other artwork.

Critically, I did not think the use of the duotones added much to either booklet. Not only are they expensive, but they give these booklets almost an amatuer look to the photos.

On the other hand, summarizing the information as "Discipline" did on the last page showed real insight to the market place.

Overall, I thought the print and electronic media worked together nicely. The selection of the two visual media was especially effective with the target audience. However, I think more emphasis should be placed on reaching the target audience.

In advertising they say "it's not creative unless it sells...". Perhaps in this case it should read "it's not good communication unless it sells."

Selling to low income families mean keeping it clean, colorful and simple, simple, simple. And it means giving your communicators a chance by listing 1 main project purpose -- not four for them to contend with.

SEDL has the best facilities, the most talented communicators and the best informed staff of experts in the field of parenting and child discipline. With a more united effort from all three, these production pieces will better reflect this.

EVALUATION CONCERNS FOR
POSITIVE PARENT TV SPOTS & BOOKLETS

CONSULTANT REPORT: COMMUNICATION RESEARCH

Timothy P. Meyer, Ph.D.

Associate Professor

Department of Radio/Television/Film
The University of Texas at Austin

October 13, 1977

1. RESEARCH DESIGN

The design, as it currently stands, is adequate for measuring a single type of behavioral response to the spots. The major problem to be further addressed, however, is to determine the reach of the spots, especially among the low income target audience members. The necessity to write in for a booklet poses a major barrier in assessing the effectiveness of the spots. Moreover, some viewers may have done other things as a result of the spots, e.g., discussing a discipline problem that occurred in their own lives; such activities would be desirable by-products and useful indicators of spot effectiveness. The task remains, however, to tap such responses.

One alternative would be to solicit the assistance of A.C. Nielsen or ARB in providing the mailing list of sample families in a number of test markets used for airing the PSAs. Given a random sample representative (±5%) of the overall market, following interviews could be conducted to ascertain (a) awareness levels (b) reach of low income viewers (c) recall levels (d) behavioral response types and frequency. Also of primary interest would be the reasons offered by respondents for not writing in for the booklet(s).

2. THE COMMUNICATION MODEL AND DESIRED OBJECTIVES

If I were the researcher charged with the main task of increasing the information and awareness levels among low income families in the effective parenting area, I would use a different model, including a different role for the TV spots in the context of the project. The model being used seems appropriate for a limited range of objectives. My approach would be broader in scope.

Through the various school systems, especially those schools with high levels of low income families, I would arrange a distribution program for the booklets. The TV spots would be run preceding, during, and after the distribution and would contain information at the end to encourage parents to read and use the booklet. The linking of distribution and publicizing via the local TV stations would have the effect of conferring status on the booklets - i.e., "TV thinks the booklets are important; therefore, they must be important." Such a procedure would effect a wider distribution of the booklet by circumventing the obstacle posed by having to write in for the booklet(s).

The research on the effectiveness of PSAs in affecting viewer attitudes and/or behavior is sparse; what is available, however, suggests that their role in producing appreciable effects is limited at best. As a result, I would utilize PSAs as a supportive and facilitative device through which the cause of increased parenting awareness was advanced to a greater degree than via the present model.

Some final observations on the spots themselves: They are technically well done; from a production viewpoint, they are as good as any I have seen. One limitation seems to be their length. They seem too short to take into account viewers' less-than-close attention that is normally paid to the TV set during non-program intervals. Longer spots would have a better chance of "hooking" the viewer and prompting their write-in efforts. Since the spots have a high interest level by their unique nature, a longer period of time would seemingly enhance attention. What I fear now is that viewers may pay attention too far into the spot and *simply miss the thrust because the spot is over before they can become involved.*

3. A CONCLUDING INQUIRY

While I realize that the PSA aspect is only one phase of a larger program, I wonder about the opportunity to follow up on the booklet(s) to provide parents with more information and greater detail on a variety of common parental problems. The booklet(s) are most readable and seem to whet people's appetite for more. Model-wise, a series of follow up steps seems desirable to prevent a "one-shot" program from havings its positive effects short-lived. In other words, where can interested viewers get more information, more help, etc? You might have some suggestions along these line in the booklet(s).

EVALUATION CONCERNS FOR POSITIVE PARENT TV SPOTS & BOOKLETS

CONSULTANT REPORT:

PRODUCT CONTENT AND AUDIENCE APPEAL

Ruth G. Hernandez

Educational and Program Director

Headstart, Title XX
Child, Incorporated

October 24, 1977

Appendix A7 (continued)

PRODUCT CONTENT AND AUDIENCE APPEAL

The scenes on Discipline were appropriate in that they were not pretentious. The portrayal of the children was normal and healthy suggesting to the parents that their children too are healthy and normal when they engage in unacceptable behavior.

The activities selected were very typical of the kinds of situations parents often encounter.

Scenes depicting the anglo setting were clearly pointed out of how not to deal with your children. The spot created an awareness of how harsh an adult can sound to a child when they react to a child's innocence or curiosity.

The second series of Family Roles and Relationships depicted a warm and loving understanding by adults towards children.

Roles were clearly defined with excellent modeling for families.

The booklets were easy and simple to understand with photographs adequately spaced to further emphasize explanation.

Contents were positive, brief and specific.

Booklets should be in English and Spanish in order to reach as much of the target audience as possible.

Booklet "Where do Adults Come From?" has one typographiscal error. Section - "Learning from Adults", first paragraph, second sentence reads - There is much family members and family friends can do the (to) help children become happy, self-confident adults.

Speech models for each of the three ethnic groups represented were appropriate and excellent. Comments given were simple and to the point.

The TU spots were delightful! As the target population views, there is no doubt in my mind as to the appeal, curiosity and response of the audience. However, I am concerned that some parents may be reluctant to write for the booklet; therefore, a telephone logo might be used so that parents can telephone the local T.V. station for this material, or if less expensive a watts number in the 800 series to a central distribution point might be explored.

Ruth B. Henning

STATE DEPARTMENT OF PUBLIC WELFARE
1106 Clayton Lane, Suite 318
Austin, Texas 78723
458-1161

RAYMOND W. VOWELL
Commissioner

BOARD MEMBERS

JAMIE H. CLEMENTS
Chairman, Temple

HILMAR G. MOORE
Richmond

RAUL JIMENEZ
San Antonio

October 26, 1977

Bill Butts
Publicity and Promotions Chairman
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

Dear Bill:

Enclosed are my responses to the booklets and TV spots recently developed by SEDL.

I appreciate the opportunity to work with you and the Lab. in evaluating these parenting materials.

Sincerely,

Martha

Martha Loeffler
Child Development Specialist

ML:gms

"AN EQUAL OPPORTUNITY EMPLOYER"

III. ProductContent and Audience Appeal

1. Appropriateness of spots and booklets for target audience.

Both the spots and booklets are highly appropriate in subject matter and in content. These topics have far reaching implications for children now and in the future. Knowledge and understanding of discipline techniques and adult role models could affect the child's life now and the way he/she will behave as parents.

The verbal message in both is non-technical and avoids being patronizing. And careful attention to details in the visual message serves to enhance the fact that these are real situations, concerned with real people.

2. Communication Model used to reach the Audience.

Booklets

4 Ways to Discipline

The use of numbers in the title presents a concept of a managable piece of information which is a positive start.

The arrangement of the 4 ways leads the reader to consider the most positive aspects of discipline first. The suggestions are all written in a manner to increase the positive self image of the child and are easy to follow.

Over all the booklet should appeal to a parent. It is nonthreatening, brief, and not too technical.

A few weak areas exist in my opinion. In places through the booklet, in an effort to simplify vocabulary, the text becomes wordy and repetitive.

Specific comments on the four sections of suggested techniques follows:

Listen

Listen to Your Children
The statement about letting children know how you feel would seem to fit better in the sub-section - From Your Point of View.

Listening and Understanding
An example of what a parent might observe when they watch their child would be helpful.

Working things out
"Or" rather than "and" would seem to fit better in the example of the 5 year old and her clothes.

Even though it is implied throughout, the point needs to be stated that listening may be all a child is asking of a parent and if this is given no problems erupt.

A white space between each point in the sub-sections would make the paragraphs more managable and would add emphasis.

Set Limits
The section begins with a sentence about rules. I suggest including the word "rules" in parenthesis following limits in at least a few places. "Rules" is a more familiar word and could make parents feel comfortable that they may have been on the right track all along.

Rewards
In the sub-section The Last Words, praise and encouragement are used. However, in the section on Reward, praise is not mentioned. There is an emphasis on material reward. Even though they are simple, the rewards could be beyond the financial means of the low income parent. This emphasis could cause a parent to reject the whole section. Also, it may be that the child wants and needs the hug, pat, or genuine praise more than a material reward.

How to reward
This sub-section concludes with the statement that any reward will lose to value if used too often. This is confusing, does it mean a parent should constantly seek creative rewards or that rewards should be genuine and related to the behavior?

This section may communicate an emphasis on material goods that is not intended.

Punishment
This section is very good. It does not condemn the parent who uses physical punishment but offers alternative measures to be considered. The statement about controlling anger offers an excellent explanation. This section in particular should help parents accept some of the less familiar ideas throughout the booklet.

Where do Adults Come From

The title is excellent. The fact that human development is a continuing process is conveyed in a few words, without giving clues that could trigger preconceived responses to a booklet on sex education.

In total, the booklet is easy to read, answers some basic concerns, and most important of all gives a great deal of emphasis to total emotional development. The section addressed to single parents is helpful and supportive and offers ideas for thought to two parent families as well.

The points about sex roles are very well presented and encourage parents to think about their child's future lives. Parents can become very defensive when pushed to change attitudes toward sex roles. This section does a good job of presenting the question from the aspect of what is best for the child.

In the section of question and answers under Childrens Sexual Development-Learning about Males and Females, the sentence, "The discovery of their sex organs is usually the beginning of children's sexual development" is confusing and conflicts with later statements about attitudes. Actually discovery of their sex organs is the beginning of an understanding of sexual development. Physical development will take place independent of discovery and understanding. Otherwise the questions are ones commonly asked and the answers are clear, reasonable, and offered in a way to help parents even if they are uncomfortable with the whole process of sex education.

In the section, Learning from Adults, there is a statement that children may try to act in a way they think will please their parents, if the parent acts as if they wish their child had been born the opposite sex. This is not always true; sometimes children are hostile and disruptive when they sense they are unwanted. The statement needs to be expanded and explained a bit more.

Except for the two points noted above, I feel the booklet is outstanding. It provides thought provoking information in a brief, positive form.

TV Spots

The spots are excellent. They are everyday, believable incidents that are easy for a parent to identify with. I had some reservations at first that a low income family would have finger paints available as showing in Muchos Colores. However, the problem of dealing with children's messiness in a positive way should come through.

In parent group meetings on discipline, I have often had these three specific incidents mentioned. Parent response in the form of request for more information should be high to all three of the discipline spots.

The spots on role identification seem to me to be a more self-contained unit of information and may not evoke as great a response in the form of requests for materials. Never the less they are excellent bits of information on positive family relationships and child development without being too sugary or overly sentimental.

Both series of spots flow well into the follow up booklets.

3. Comment on the interest of target audience in the subject areas.

From my experience, information on discipline is of vital interest to parents. In groups I have worked with, parents are concerned with how their children's behavior affects the quality of family life and how they can guide their children to self-discipline. But they are also very concerned with what other people think of their children's behavior and of them. Their own self image is involved in their children's actions.

Whereas parents are very aware and acknowledge a need for help with guidance and discipline, they are often less aware of the importance of adult role models. The TV spots should provide information and increase awareness of this subject area. The booklets, which expand into sex education, will create an interest in a subject that parents too often feel is off somewhere in the future.

In conclusion, the total presentation, booklets and TV spots, meet a real need and offer great possibilities for other uses in parent education.

Appendix A8

DATA PROFILES FOR PILOT TEST MARKETS

MARKET PAIR	ADI RANK	# TV STA-TIONS	ADI TVHHs	ADI POP	SMSA POP	SMSA ADI	SMSA POPULATION # BLK	% BLK	# M/A	% M/A
Beaumont/Port Arthur, TX	126	3com	137,900	424,800	315,943	.74	67,582	21.4	12,557	4.0
Waco/Temple,,TX	105	2com	161,100	453,210	147,553	.33	23,799	16.1	10,955	7.4
Corpus Christi, TX	127	3com	128,500	435,100	284,832	.65	11.768	4.1	126,774	44.5
El Paso, TX	109	3com	157,400	514,331	359,291	.70	10,052	2.8	204.349	56.9
Houston, TX	14	5com	875,500	780,316	1,985,031	2.54	382,382	19.3	212,444	10.7
Austin, TX	103	3com	162,000	570,569	295,516	.52	32,270	10.9	43,899	14.9

MARKET PAIR	SMSA INCOME MEDIAN	MEAN	# BELOW POVERTY	% BELOW POVERTY	# BLACKS BELOW POVERTY	% BLACKS BELOW POVERTY	# M/A BELOW POVERTY	% M/A BELOW POVERTY
Beaumont/Port Authur TX	9,136	10,201	45,829	14.7	25,338	37.9	1,918	14.7
Waco/Temple TX	7,884	8,825	28,315	20.1	10,340	44.6	3,731	35.1
Corpus Christi TX	8,000	9,278	65,679	23.3	4,398	37.8	48,331	38.3
El Paso TX	7,792	9,261	74,871	21.4	2,378	26.2	58,219	28.7
Houston TX	10,191	11,706	247,427	12.6	116,763	31.1	38,389	18.2
Austin TX	9,288	10,875	45,614	16.6	10,336	33.8	11.151	26.3

Appendix A9

PILOT TEST

STATION DATA SUMMARY

BEAUMONT/PORT ARTHUR

			KFDM		KBMT		KJAC		CAMPAIGN TOTALS	
CAMPAIGN	SPOT VERSION	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	BROKEN COOKIES	09/17-09/30/77	2	40	21	192	16	269	39	501
II	TOILET PAPER	10/01-10/14/77	2	40	21	214	9	154	32	408
STATION TOTALS			4	80	42	406	25	423	71	909

WACO/TEMPLE

			KCEN		KWTX				CAMPAIGN TOTALS	
CAMPAIGN	SPOT VERSION	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)			STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	MONTAGE A	09/17-09/30/77	17	306	10	113			27	419
II	MONTAGE B	10/01-10/14/77	16	288	11	140			27	428
STATION TOTALS			33	594	21	253			54	847

PILOT TEST

STATION DATA SUMMARY

CORPUS CHRISTI

			KIII		KRIS		KZTV		CAMPAIGN TOTALS	
CAMPAIGN	SPOT VERSION	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	BROKEN COOKIES	09/17-09/30/77	15	141	36	468	16	208	67	817
II	MUCHOS COLORES	10/01-10/14/77	0	0	36	468	18	234	54	702
STATION TOTALS			15	141	72	936	34	442	121	1,519

EL PASO

			KVIA		KTSM		KDBC		CAMPAIGN TOTALS	
CAMPAIGN	SPOT VERSION	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	MONTAGE A	09/17-09/30/77	11	168	14	224	17	226	42	618
II	MONTAGE C	10/01-10/14/77	9	145	14	224	20	195	43	564
STATION TOTALS			20	313	28	448	37	421	85	1,182

Appendix A9 (continued)

PILOT TEST

STATION DATA SUMMARY

HOUSTON

CAMPAIGN/ SPOT VERSION/ DATES	KHOU		KPRC		KDOG		KHTV		CAMPAIGN TOTALS	
	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I BROKEN COOKIES 09/17-09/30/77	0	0	8	464	5	70	3	108	16	642
II TOILET PAPER	10	516	2	123	6	84	3	108	21	831
MUCHOS COLORES 10/01-10/14/77	2	129	0	0	6	84	3	108	13	321
STATION TOTALS	12	645	10	587	17	238	9	324	50	1,794

AUSTIN

CAMPAIGN	SPOT VERSION	DATES	KTBC		KTVV		KVUE		CAMPAIGN TOTALS	
			STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	MONTAGE A	09/17-09/30/77	7	115	19	185	2	26	28	326
II	MONTAGE B	10/01-10/14/77	1	3	22	139	2	26	25	168
	MONTAGE C		1	4	20	131	2	26	23	161
STATION TOTALS			9	122	61	455	6	78	76	655

Appendix A10

PILOT TEST

AUDIENCE RESPONSE BY MARKET AND CAMPAIGN

	BEAUMONT/ PORT ARTHUR	WACO/ TEMPLE	CORPUS CHRISTI	EL PASO	HOUSTON	AUSTIN
TOTAL RESPONSE	90 (100%)	27 (100%)	80 (100%)	27 (100%)	136 (100%)	37 (100%)
Within SMSA[1]	71 (79%)	4 (15%)	67 (84%)	14 (52%)	123 (90%)	25 (68%)
Within ADI Metro[2]	72 (80%)	20 (74%)	67 (84%)	14 (52%)	125 (92%)	25 (68%)
Within ADI[3]	81 (90%)	26 (96%)	78 (98%)	18 (67%)	133 (98%)	35 (95%)
Outside ADI	9 (10%)	1 (4%)	2 (3%)	9 (33%)	3 (2%)	2 (5%)
PLOTTED RESPONSE WITHIN SMSA	55 (62%)	3 (11%)	45 (56%)	10 (37%)	58 (43%)	22 (59%)
Low Income	10 (18%)	3 (100%)	19 (42%)	5 (50%)	12 (21%)	3 (14%)
Non-Low Income	45 (82%)	0 (0%)	26 (58%)	5 (50%)	46 (79%)	19 (86%)

1. SMSA - Standard Metropolitan Statistical Areas as defined by the U. S. Government's Office of Management and Budget.

2. ADI Metro - Generally corresponds to the SMSA. Size differences are due to historical televisio industry usage and other marketing considerations such as channel allocations.

3. ADI - Area of Dominant Influence is an area that consists of all counties in which the home market stations receive a preponderance of viewing.

Appendix A11

PILOT TEST
RESULTS OF PHONE INTERVIEWS
REACTION TO "4 WAYS TO DISCIPLINE CHILDREN"

1. Read booklet?

43 (a) Yes
7 (b) No

2. Booklet was what you expected to receive?

32 (a) Yes
14 (b) No

Negative respondents expected to receive:

7 (a) something longer
4 (b) more, specific, concrete advice
3 (c) different content

3. Reasons for requesting booklet?

10 (a) perceived problem with own children
25 (b) general interest with own children
10 (c) grandparent
2 (d) professional caretaker
4 (e) other

4. Favorable overall response?

30 (a) Yes
6 (b) No
7 (c) Neutral

5. New information?

7 (a) Yes
32 (b) No

6. Shared booklet?

3 (a) with spouse
8 (b) with married child
5 (c) with other house

7. Specific impressions?

Appendix All (continued)

Positive Points:

11 (a) Section on talking and listening
5 (b) Section on setting limits
1 (c) Section on rewards
2 (d) Section on punishment
1 (e) simplicity of booklet
1 (f) non-authoritarian tone

Negative Points:

3 (a) Section on rewards
1 (b) advice "not strict enough"
4 (c) advice "too vague"

8. Additional information wanted?

3 (a) On spanking
2 (b) On non-physical punishment
2 (c) On child abuse
3 (d) On hyperactive children
5 (e) On pre-verbal children
2 (f) On teenagers

Appendix A12

PILOT TEST
RESULTS OF PHONE INTERVIEWS
REACTION TO "WHERE DO ADULTS COME FROM"

1. Read booklet?

17	(a)	Yes
4	(b)	No

2. Booklet was what you expected to receive?

4	(a)	Yes
10	(b)	No

Negative respondents expected to receive:

4	(a)	something longer
2	(b)	something to read to children
4	(c)	different content

3. Reasons for requesting booklet?

13	(a)	generally interested with own children
4	(b)	grandparent
3	(c)	professional caretaker

4. Favorable overall response?

10	(a)	Yes
4	(b)	No
3	(c)	Neutral

5. New information?

1	(a)	Yes
12	(b)	No

6. Shared booklet?

1	(a)	with spouse
2	(b)	with married child
5	(c)	with other house

7. Specific impressions?

1	(a)	positive response to section on sexuality
1	(b)	negative response to section on sexuality
1	(c)	positive response to section on sex roles

APPENDIX B

TESTING OF EXISTING PRODUCTS

1 - Data Profiles of Test Markets

2 - Liaison Agency Orientation Materials

3 - Station Data Summaries for Field Tests

4 - Station Data Summaries for Longitudinal Broadcasts

5 - Audience Response Data by Field Test Market and Campaign

6 - Product Broadcast Test Results (11/15/74-7/22/76)

Appendix B1

DATA PROFILES FOR FIELD TEST AND LONGITUDINAL BROADCAST TEST MARKETS

							SMSA POPULATION			
MARKET PAIR	ADI RANK	# TV STA-TIONS	ADI TVHHs	ADI POP	SMSA POP	SMSA ADI	# BLK	% BLK	# M/A	% M/A
Sacramento, CA	26	3com	604,700	1,697,400	1,285,306	.76	55,632	4.3	157,446	12
San Diego, CA	31	4com	517,300	1,441,800	1,357,854	.94	62,028	4.6	174,209	13
Fresno, CA	73	5com	270,500	805,300	413,053	.51	20,370	4.9	104,177	25
Albuquerque, NM	80	3com	228,200	724,900	315,774	.44	6,689	2.1	123,814	39
Memphis, TN	32	3com	507,400	1,549,100	770,120	.50	288,913	37.5	4,370	0.6
Birmingham, AL	48	3com	395,500	1,139,100	739,274	.65	217,447	29.4	2,799	0.4
August, GA	108	3com	157,900	502,000	253,460	.50	70,418	27.8	2,311	0.9
Columbus, GA	119	3com	140,900	433,500	238,584	.55	68,192	28.6	4.000	1.7
Jacksonville, FL	66	3com	299,000	878,300	528,865	.60	118,158	22.3	7,007	1.3
Orlando/Daytona Beach, FL	44	4com	425,500	1,180,400	428,003	.36	62,538	14.6	7,952	1.9

DATA PROFILES FOR TEST MARKETS continued

	SMSA INCOME							
MARKET PAIR	MEDIAN	MEAN	# BELOW POVERTY	% BELOW POVERTY	# BLACKS BELOW POVERTY	% BLACKS BELOW POVERTY	# M/A BELOW POVERTY	% M/A BELOW POVERTY
Sacramento, CA	$ 9,934	$11,109	157,885	12.2	15,642	28.1	30,770	19.5
San Diego, CA	10,133	11,435	135,842	10.9	12,688	23.4	24,484	14.7
Fresno, CA	8,622	9,901	76,887	18.9	8,114	41.1	35,573	34,4
Albuquerque, NM	9,031	10,370	50,664	16.3	2,185	33,6	31,847	25,9
Memphis, TN	8,542	9,981	164,332	21,9	126,605	44.4	622	15.2
Birmingham, AL	8,295	9,671	142,760	19.5	84,444	39.2	252	9.2
Augusta, GA	8,272	9,321	45,273	19.4	27,659	41.4	159	9.9
Columbus, GA	7,475	8,731	50,386	22.9	29,948	46.1	628	18.8
Jacksonville, FL	8,671	9,931	89,717	17.6	46,614	40.1	671	10.9
Orlando/Daytona Beach FL	8,884	10,361	60,777	14.6	27,566	45.4	936	12.1

Appendix B2 (continued)

POSITIVE PARENT FIELD TEST COOPERATION MODEL

SEDL/ECP Responsibilities

I. Orientation and Training

1. Implementation of Field Tests
    a. Introduction to SEDL
    b. Explanation of Early Childhood Program
    c. Background: previous testing, research strategies, and results
    d. Field Test objectives
    e. Field Test market profiles
    f. Field Test methodology
2. Campaign Coordination
    a. Troubleshooting
    b. Mid- and Post-Campaign facilitator interviews

II. Materials and Campaign-Test Experience

1. Dubbed spots with local tags
2. Reproduced booklets to accompany spots (with reference to liaison agency)
3. Strategies for campaign implementation
    a. TV station data to initiate contacts
    b. Suggestions for initiating and maintaining good relations with media
4. Assistance in additional promotional activities
    a. Coordination for ETV interviews
    b. Development of joint press releases

III. Data Processing and Analysis/Dissemination

1. Station data
2. Audience response data
3. Distribution of booklets (and any Agency mats.)
4. Final Evaluation Report

Liaison Agency Responsibilities

I. Orientation and Training

1. Designation of campaign facilitator(s)
2. Designation of personnel for local implementation activities
3. Additional suggestions for maximizing cooperation

II. Campaign Implementation

1. Securing local post office box
2. Supplying information for local tag
3. Facilitator contact with local TV stations (and with other media- Optional)
4. Distribution and collection of tapes
5. Forwarding audience response
6. Securing station broadcast data
7. Local PR: press releases to media and to all interested offices (Optional)

III. Campaign Results

1. Feedback to stations (and media- Optional)
2. Commendation of participating media (Opt.)
3. Local PR (Optional)

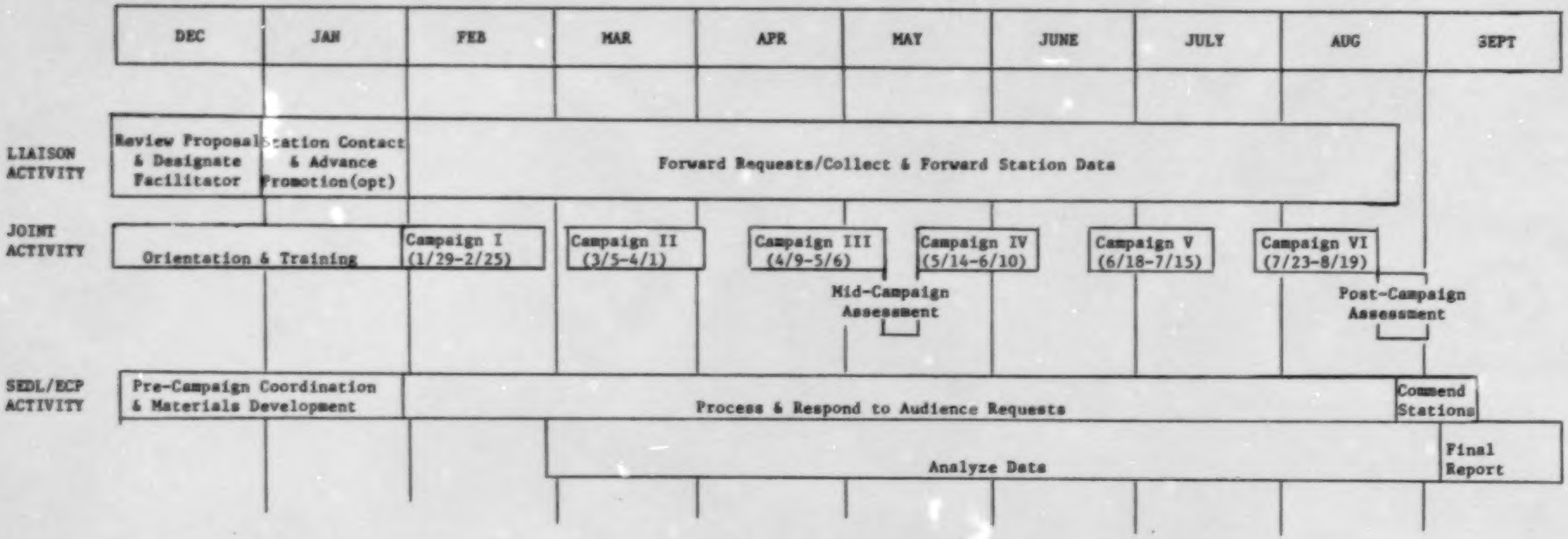
Appendix B2 (continued)

POSITIVE PARENT FIELD TEST TIMELINE

	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
LIAISON AGENCY ACTIVITY	Review Proposal & Designate Facilitator(s)	Station Contact Advance Promotion (Optional)		Forward Audience Requests Collect Station Data	Forward Audience Requests	Collect Station Data	
JOINT ACTIVITY	Orientation & Training			Campaign I on Air (2/26-3/25) Mid-Camp Assessment	Campaign II on Air (4/9-5/6)	Post-Camp Assessment	
SEDL/ECP ACTIVITY	Pre-Campaign Coordination & Materials Development			Process & Respond to Audience Requests	Process & Respond to Audience Requests		
				Analyze Data		Commend Stations	Analyze Data Final Report

Appendix B2 (continued)

POSITIVE PARENT LONGITUDINAL TIMELINE


DEC
JAN
FEB
MAR
APR
MAY
JUNE
JULY
AUG
SEPT
LIAISON ACTIVITY
Review Proposal & Designate Facilitator
Station Contact & Advance Promotion(opt)
Forward Requests/Collect & Forward Station Data
JOINT ACTIVITY
Orientation & Training
Campaign I (1/29-2/25)
Campaign II (3/5-4/1)
Campaign III (4/9-5/6)
Campaign IV (5/14-6/10)
Campaign V (6/18-7/15)
Campaign VI (7/23-8/19)
Mid-Campaign Assessment
Post-Campaign Assessment
SEDL/ECP ACTIVITY
Pre-Campaign Coordination & Materials Development
Process & Respond to Audience Requests
Commend Stations
Analyze Data
Final Report

MEMORANDUM OF AGREEMENT

Project: Field Testing of SEDL-developed Television Public Service Announcements and Dissemination of Supportive Printed Materials

Period:

Statute: P. L. 92-318 and 41 U.S.C. 252 (c) (15)

This agreement is entered into on the ______ day of ____________________, 1977 between the

hereinafter called the Agency, and the

hereinafter called the Laboratory.

WHEREAS, the Early Childhood Division of the Laboratory, a non-profit educational Laboratory located in Austin, Texas, is currently developing, producing, and researching the effectiveness of "Positive Parent," a series of television spots and booklets on selected parenting topics; and

WHEREAS, the Laboratory has developed and pilot tested both 30- and 60-second versions of its public service announcements (PSAs) for low income parents of young children and now desires to cooperate with sponsoring agencies in field testing certain of the TV spots and materials;

WHEREAS, the Agency has expressed an interest in the materials and desires to cooperate with the Laboratory in testing the materials,

NOW THEREFORE, the Agency and the Laboratory agree as follows:

Period of Performance:

The work called for in this agreement is to be performed during the period

The Laboratory shall:

A. Orient a representative of the Agency in the preferred implementation for campaign-testing of selected Public Service Announcements.

B. Prepare the campaign testing materials in such a manner that the Agency is cited as local campaign sponsor, and provide sufficient copies of the campaign testing materials needed for the field testing activities. All campaign videotape materials are to be returned to the Laboratory before termination of the agreement.

C. Provide the necessary instruments for the Laboratory to obtain "feedback" concerning the market impact of campaign materials, the field test design, and the Agency-Laboratory liaison experience.

D. Reimburse the Agency for expenses incurred in administering the campaign test, renting a local post office box, collecting data, and forwarding the data to the Laboratory.

E. Provide the Agency a copy of the test results on termination of the agreement.

The Agency shall:

A. Designate a representative who will represent the Agency in all matters pertaining to field test activities. Such representative shall be responsible for implementing the test, collecting data, and forwarding the data to the Laboratory at various intervals, and will be the person responsible for working with local commercial television stations and implementing the campaign tests.

B. Agree that it will not reproduce or establish any claim to statutory copyright or assert any right at common law or equity in any of the POSITIVE PARENT materials provided the Agency while performing the work described herein.

Release of Information:

All prepared releases of information to the news media and to periodicals regarding the evaluation of the Laboratory's materials and activities shall receive the prior written approval of the Laboratory and the Agency.

Termination:

The Laboratory and the Agency reserves the right to terminate its commitments hereunder upon thirty (30) days prior written notice of such termination.

Educational and Privacy Rights:

The Agency and the Laboratory both agree to comply with the applicable regulations and requirements of Title IV, Public Law 90-247 (20 U.S.C., Par. 1232 g & H) regarding family educational and privacy rights in connection with the proposed field test instruments.

In witness whereof, the parties hereto have executed this agreement on this

______ day of __________________, 1977.

For the	For the
By ______________________________	By ______________________________ James H. Perry Executive Director

TV STATION CONTACT STRATEGIES

Commercial broadcasters are required by the FCC to air a certain amount of public service programing each month. Every TV or radio station's license contains a "minimum obligation" of public service units against which the station's actual programing is measured. Regardless of length and whether it be program or spot, each public service message counts as a single unit. Most stations receive far more requests for exposure than they have time available. Station programers, therefore, resort to criteria (or random choice) in making their selections to fill the public service slots. In theory, the stations feel no obligation to any particular cause, but they do usually give some priority to local requests. It has been the experience of SEDL that there are some additional factors and strategies which will assist an agency in obtaining air time and, indeed, maximize the exposure which is received.

Personal Contact

Public service campaign appeals emphasize human need and response. The implementation mode chosen for these types of campaigns is especially important. There needs to be a degree of consistency for the campaign: from campaign structure through tone of advertising messages, from contact with media through response to audience requests. There is absolutely no substitute for direct, personal contact with TV station programers. While much can be accomplished by mail and by phone, a warm body renders the request for air time so much more individual, and likely to make an impression. You become more than just another agency face in the crowd asking for air time. In addition to these benefits, the general area of "parenting" and the particular POSITIVE PARENT topics lend themselves well to face-to-face proposal.

Station Contact

SEDL would suggest first communicating by mail and phone with the General Manager and station person in charge of PSA's at each station (oftentimes it is the Program or Promotions Director). Since this will be their first introduction to the project, a general outline or description for the campaign-tests should be sufficient. An appointment can then be made to speak in person with the station GM and to the PSA programer. It may facilitate that meeting to allow these persons a preview of the spots prior to your appointment. Naturally, these station personnel will reserve final station consent until after they have seen the spots.

PSA Programers

Just as it is valuable to speak with the General Manager or Station Manager to receive station consent, it is even more important to introduce yourself to the programer who will directly oversee the scheduling and airing of the spots. Should this person have questions, need an additional dub (copy) of a spot, or encounter a problem, he will know you and how to get in touch quickly. This understanding will in-turn facilitate your efficient communication with SEDL should some need arise. After the first campaign begins, it will be possible for you to deal directly with the individual programers, usually by phone.

PSA Exposure Data

Although market data is not SEDL's prime concern with these POSITIVE PARENT Field Tests, we will still be tabulating audience response and we hope to receive exposure estimates from each station (see "Airing Logs" included in this packet). By knowing the number of exposures and the airing times, we can compute the combined viewing audience for an entire campaign. And for each PSA campaign, when we compare total audience with number of write-ins, it is possible to measure spot "effectiveness". These estimates of station PSA exposure are generally not a problem for the programer if he knows in advance that we would like to have the data. The request is sweetened considerably by guaranteeing that each station will receive a copy of the Final Project Report as well as individual commendation to the Broadcast Bureau of the FCC. You would be surprised how fast faces brighten at the mention of FCC commendation!

Extra Benefits

In addition to your individual requests for PSA exposure time, station personnel will be impressed by the high production quality for the spots, the message of the spots and their benefit for the station's viewership. Take along copies of the booklets and emphasize that they will be mailed free to persons who write in after viewing the spots. Likewise, the station will be interested in the research aspects of the project and in the fact that a state agency of your stature is endorsing the spots, implementing the campaign-tests, and offering a local address for audience response.

Station Cooperation

SEDL has been very impressed over the several market tests we have conducted to find, in general, how receptive and cooperative commercial television stations are with the POSITIVE PARENT campaign-tests. They appreciate learning of our desire to use the medium of broadcast television for creating an awareness in parenting, as a communication link to the dissemination of additional information, and of our choice to use their particular station and market audience. The support of your agency acting in liaison with SEDL should greatly increase station receptivity to the appeal for POSITIVE PARENT air time.

PUBLICITY & PROMOTION

Programs	The educational TV, commercial TV, and radio stations in your market may well offer the chance for interview and talk show coverage. The Program Directors of these stations would be the initial contact persons if you choose to pursue this type of publicity and promotion.
News	Perhaps the most basic coverage for POSITIVE PARENT and your agency's involvement centers around the "newsworthiness" of the project. The mass media of television, radio, and newspapers would welcome the opportunity to afford coverage. With reference to "news" and "feature articles", there are many avenues of approach and, of course, your local newspapers present the most possibilities. General editors and specific editors of various pages or sections (i.e., "Local", "Women", "Education") should be more than willing to discuss potential coverage.
Newsletters	A third possibility for POSITIVE PARENT promotion and publicity exists through mention and brief discussion of the campaigns and topics with inter-agency news organs. Your own in-house newsletter presents the first possibility. Additional newsletter coverage may exist with other agencies that share a priority for adult and parent education or early childhood education. Letters or phone communication could likely set up this coverage.

Obviously, it will not be possible to utilize all of these publicity and promotional outlets. We certainly do not expect you to. What we do suggest is that you weigh media accessibility, coverage potential (foremost for your agency, secondly for POSITIVE PARENT), and the time and effort required to pursue the additional activity. You can decide best what you will be able to handle. At the outset, decide what extra activity you wish to undertake, find out any deadlines involved, and let us know if we can assist.

In addition, please consider any agency print materials which can be included with the booklet mailouts. If you have sufficient quantities (probably a few hundred for each campaign), they can be shipped to us for dissemination prior to the first campaign. SEDL will also include an insert with the POSITIVE PARENT booklets which acknowledges the support and cooperation of your agency for the project.

Appendix B2 (continued)

PUBLICITY & PROMOTIONAL OUTLETS

In several previous POSITIVE PARENT Field Tests, SEA Public Information/Dissemination Officers have served as campaign facilitators; other SEA facilitators have remained in close contact with agency PI/D persons before and during the POSITIVE PARENT Field Tests. Without knowing the specific publicity and promotional opportunities in each market, SEDL offers the following general media and message centers for consideration.

The Medium	The Message Centers
TELEVISION:	
Educational	Interview programs
Commercial	Talk Shows
	News
NEWSPAPERS:	
Dailies	News pages
Weeklies	Women's pages
	Editorial pages
	Letters to the Editor
	Education page
	Opinion columns
	Picture Editor
RADIO (AM & FM):	
Commercial	Interviews
Educational	Talk programs
Ethnic stations	Commentary features
Rock music stations	Disc jockey programs
	Live announcements
	Community bulletin boards
MAGAZINES/NEWSLETTERS:	
Business & industry publications	Feature stories
City or state "slicks"	News columns
Civic club newsletters	News inserts
Agency house organs	

Appendix B3

POSITIVE PARENT FIELD TESTS

STATION DATA SUMMARY

SACRAMENTO

			KOVR-13		KTTV-10			CAMPAIGN TOTALS	
CAMPAIGN	SPOTS	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)		STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	CIGARS	04/16-05/13/77	11	528	9	432		20	960
II	MONSTROUS	05/28-06/24/77	9	432	9	672		18	1,104
STATION TOTALS			20	960	18	1,104		38	2,064

SAN DIEGO

			KGTV-10		KFMB-8			CAMPAIGN TOTALS	
CAMPAIGN	SPOTS	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)		STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	MONSTROUS	04/16-05/13/77	13	799	10	358		23	1,157
II	CIGARS	05/28-06/24/77	16	282	13	419		29	701
STATION TOTALS			29	1,081	23	777		52	1,858

POSITIVE PARENT FIELD TESTS

STATION DATA SUMMARY

FRESNO

			KFTV-21		KJEO-47				CAMPAIGN TOTALS	
CAMPAIGN	SPOT	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)			STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	FAMILIA	04/16-05/13/77	63	86	23	309			86	395

ALBUQUERQUE

			KOB-4		KOAT-7		KGGM-13		CAMPAIGN TOTALS	
CAMPAIGN	SPOT	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	FAMILIA	04/16-05/13/77	38	650	20	324	5	64	63	1,038

POSITIVE PARENT FIELD TESTS

STATION DATA SUMMARY

MEMPHIS

			WREG-3		WMC-5		WHBQ-13		CAMPAIGN TOTALS	
CAMPAIGN	SPOTS	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	BEDTIME	04/30-05/27/77	19	713	5	148	11	271	35	1,132
II	GLASS	06/11-07/08/77	0	0	6	170	1	20	7	190
STATION TOTALS			19	713	11	318	12	291	42	1,322

BIRMINGHAM

			WBRC-6		WAPI-13		WBMG-42		CAMPAIGN TOTALS	
CAMPAIGN	SPOTS	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	GLASS	04/16-05/13/77	9	495	39	683	83	1,369	131	2,547
II	BEDTIME	05/28-06/24/77	14	472	32	550	134	2,352	180	3,374
STATION TOTALS			23	967	71	1,233	217	3,721	311	5,921

POSITIVE PARENT FIELD TESTS

STATION DATA SUMMARY

AUGUSTA

			WJBF-6		WRDW-12				CAMPAIGN TOTALS	
CAMPAIGN	SPOTS	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)			STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	PANCAKES	04/16-05/13/77	40	920	9	65			49	985
II	BREAKFAST	05/28-06/24/77	50	1,150	13	78			63	1,228
STATION TOTALS			90	2,070	22	143			112	2,213

COLUMBUS

			WRBL-3		WTVM-9		WYEA-38		CAMPAIGN TOTALS	
CAMPAIGN	SPOTS	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	BREAKFAST	04/16-05/13/77	18	301	44	646	9	43	71	990
II	PANCAKES	05/28-06/24/77	13	189	27	469	5	17	45	675
STATION TOTALS			31	490	71	1,115	14	60	116	1,665

Appendix B4

POSITIVE PARENT LONGITUDINAL BROADCASTS

STATION DATA SUMMARY

ORLANDO

			WBDO-6		WESH-2		WFTV-9		CAMPAIGN TOTALS	
CAMPAIGN	SPOTS	DATES	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I	GLASS	01/29-02/25/77	0	0	3	79	11	378	14	457
II	PANCAKES	03/05-04/01/77	25	1,004	10	249	11	465	46	1,718
III	HOUSEWIVES	04/09-05/06/77	13	449	8	174	15	544	36	1,267
IV	MILK	05/14-06/10/77	12	328	6	97	12	397	30	822
V	BREAKFAST	06/18-07/15/77	50	1,724	0	0	13	517	63	2,241
VI	CIGARS	07/23-08/19/77	41	1,510	14	657	14	471	69	2,638
STATION TOTALS			141	5,015	41	1,256	76	2,772	258	9,143

Appendix B4 (continued)

POSITIVE PARENT LONGITUDINAL BROADCASTS

STATION DATA SUMMARY

ACKSONVILLE

CAMPAIGN/ SPOTS/ DATES	WJKS-17		WJXT-4		WTLV-12		WJCT-7		CAMPAIGN TOTALS	
	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)	STATION EXPOSURES	TVHH IMPRESSIONS (1000s)
I GLASS 01/29-02/25/77	11	127	11	125	24	469	4	16	50	737
II PANCAKES 03/05-04/01/77	12	171	19	95	15	163	5	19	51	448
III HOUSEWIVES 04/09-05/06/77	12	61	9	96	14	274	4	12	39	443
IV MILK 05/14-06/10/77	11	60	1	0	17	319	4	12	33	391
V BREAKFAST 06/18-07/15/77	15	55	7	206	20	339	4	139	46	739
VI CIGARS 07/23-08/19/77	2	6	10	129	6	139	9	27	27	301
STATION TOTALS	63	480	57	651	96	1,703	30	225	246	3,059

Appendix B5

POSITIVE PARENT FIELD TESTS

AUDIENCE RESPONSE BY MARKET AND CAMPAIGN

	SACRAMENTO		SAN DIEGO		MEMPHIS		BIRMINGHAM	
	I	II	I	II	I	II	I	II
TOTAL RESPONSE	117 (100%)	65 (100%)	147 (100%)	60 (100%)	112 (100%)	54 (100%)	95 (100%)	337 (100%)
Within SMSA[1]	65 (56%)	33 (51%)	143 (97%)	57 (95%)	85 (76%)	37 (69%)	84 (88%)	262 (78%)
Within ADI Metro[2]	81 (69%)	42 (65%)	143 (97%)	57 (95%)	86 (77%)	41 (76%)	85 (89%)	267 (79%)
Within ADI[3]	106 (91%)	55 (85%)	143 (97%)	57 (95%)	102 (91%)	48 (89%)	89 (94%)	289 (88%)
Outside ADI	11 (9%)	10 (15%)	4 (3%)	3 (5%)	10 (9%)	6 (11%)	6 (6%)	39 (12%)
PLOTTED RESPONSE WITHIN SMSA	64 (98%)	30 (91%)	143 (97%)	57 (95%)	79 (93%)	32 (86%)	76 (90%)	225 (86%)
Low Income	14 (22%)	3 (10%)	33 (23%)	13 (23%)	17 (22%)	8 (25%)	37 (49%)	94 (42%)
Non-Low Income	50 (78%)	27 (90%)	110 (77%)	44 (77%)	62 (78%)	24 (75%)	39 (51%)	131 (58%)

1. SMSA - Standard Metropolitan Statistical Areas as defined by the U. S. Government's Office of Management and Budget.

2. ADI Metro - Generally corresponds to the SMSA. Size differences are due to historical television industry usage and other marketing considerations such as channel allocations.

3. ADI - Area of Dominant Influence is an area that consists of all counties in which the home market stations receive a preponderance of viewing.

Appendix B5 (continued)

POSITIVE PARENT FIELD TESTS

AUDIENCE RESPONSE BY MARKET AND CAMPAIGN

	AUGUSTA		COLUMBUS		FRESNO	ALBUQUERQUE
	I	II	I	II	I	I
TOTAL RESPONSE	93 (100%)	110 (100%)	90 (100%)	93 (100%)	3 (100%)	1 (100%)
Within SMSA[1]	50 (54%)	58 (53%)	37 (41%)	36 (38%)	2 (66%)	0 (0%)
Within ADI Metro[2]	57 (61%)	65 (59%)	37 (41%)	36 (38%)	2 (66%)	0 (0%)
Within ADI[3]	76 (82%)	88 (80%)	58 (64%)	59 (63%)	3 (100%)	0 (0%)
Outside ADI	17 (18%)	22 (20%)	32 (36%)	34 (37%)	0 (0%)	1 (100%)
PLOTTED RESPONSE WITHIN SMSA	39 (78%)	42 (72%)	35 (95%)	33 (92%)	2 (100%)	0 (0%)
Low Income	9 (23%)	16 (38%)	12 (34%)	14 (42%)	0 (0%)	0 (0%)
Non-Low Income	30 (77%)	26 (62%)	23 (66%)	19 (58%)	2 (100%)	0 (0%)

1. SMSA - Standard Metropolitan Statistical Areas as defined by the U. S. Government's Office of Management and Budget.

2. ADI Metro - Generally corresponds to the SMSA. Size differences are due to historical televisio industry usage and other marketing considerations such as channel allocations.

3. ADI - Area of Dominant Influence is an area that consists of all counties in which the home market stations receive a preponderance of viewing.

APPENDIX C

PRODUCT MARKETING PLAN

1 - Local Agencies Surveyed for Product Distribution Demand

2 - National Sources to Receive Promotional Materials

3 - Product Promotional Flyer

4 - Promotional News Release

5 - Marketing Survey Results: Estimates of "Ideal" Product Demand

6 - Marketing Survey Results: Estimates of "Real" Product Demand

Appendix C1

LOCAL AGENCIES
POSITIVE PARENT MARKETING SURVEY

A. Department of Public Welfare
   1. Protective Services
   2. Financial & Social Programs
   3. Child Abuse Information
   4. Child Development Consultation
   5. Foster Home Development

B. Texas State Department of Community Affairs
   1. Early Childhood Division
   2. Youth Services Division

C. Austin State Hospital
   1. Child Psychiatry
   2. Family Therapy
   3. Parent Workshops

D. Texas State Department of Mental Health-Mental Retardation
   1. Children Services
   2. Austin Parent-Child Association

E. Health Departments
   1. Austin/Travis County Health Department
      a. Rehabilitation Therapies
   2. City Health Department
      a. Health Action Services
      b. Rosewood Medical Clinic
   3. Texas State Health Department
      a. Austin Evaluation Center
      b. Maternal Health & Family Planning
      c. Child Health

Appendix C1 (continued)

- F. Texas Education Agency
  - 1. Elementary Education
  - 2. Student Services
  - 3. Homemaking Education
  - 4. Migrant Education
  - 5. Program Planning & Approval
- G. Austin Independent School District
  - 1. Visiting Teacher Program
  - 2. Parental Involvement Specialist
  - 3. Kindergarten Teacher
  - 4. Kealing Infant Center
- H. Texas Agricultural Extension Service
  - 1. Family Life Education
- I. Universities
  - 1. University of Texas
    - a. Resource Center on Child Abuse and Neglect
    - b. Adult Performance Level Project
    - c. School of Nursing
    - d. Department of Educational Psychology
    - e. Home Economics and Child Development
    - f. Department of Psychology
    - g. Speech and Hearing Center
  - 2. Southwest Texas State University
    - a. Home Economics Department
  - 3. Austin Community College
    - a. Student Services
    - b. Child Development Program

4. San Marcos Academy
    a. Dean of Girls

J. Local Groups

1. Teenage Parent Council
2. La Leche League
3. Home of the Holy Infancy
    a. Maternity Residence
    b. Foster Care
4. Child, Inc.
5. Austin Parent-Child Association
6. Austin Community Nursery School
7. Austin Child Guidance Center
8. Child and Family Services
9. People's Community Clinic

Appendix C2

NATIONAL SOURCES
FOR POSITIVE PARENT PROMOTION

Academic Press, Inc.
New York, NY

ACLD Newsbriefs
Pittsburgh, PA

Action for Children's Television
Newtonville, MA

American Academy of Pediatrics
Evanston, IL

American Baby
New York, NY

American Dental Association
Chicago, IL

American Heart Association
New York, NY

American Home Economics Assn.
Washington, D. C.

American Humane Association
Children's Division
Denver, CO

American Medical Association
Chicago, IL

American Psychological Assn., Inc.
Washington, D. C.

American School Health Assn.
Kent, OH

Assn. of Childhood Educators Int'l.
Washington, D. C.

Elementary School Guidance Counseling
American School Counselor Assn.
Washington, D. C.

Institute of Open Education
Antioch Graduate Center
Cambridge, MA

Behavioral Publications, Inc.
New York, NY

The E. C. Brown Foundation
Portland, OR

Cambridge University Press
New York, NY

Capitol Publications
Washington, D. C.

Caring
Chicago, IL

Cartel
Austin, TX

Child Care Resource Center and Library
Minneapolis, MN

Child Development
University of Chicago Press
Chicago, IL

Child Herald
Washington, D. C.

Appendix C2 (continued)

Child Study Center
State University College at Buffalo
Buffalo, NY

Child Study Center
Univ. of British Columbia
Vancouver, BC, Canada

Child Welfare League of America
New York, NY

Children's Book Council, Inc.
New York, NY

The Children's Foundation
Washington, D. C.

Children's House
Caldwell, NJ

Childcare Switchboard
San Francisco, CA

Children's Television Workshop
New York, NY

Closer Look
Washington, D. C.

Columbia University
New York, NY

The Council for Exceptional Children
Reston, VA

Council on Interracial Books for
Children, Inc.
New York, NY

CSPI
Berkeley, CA

Cystic Fibrosis Research Foundation
Atlanta, GA

Day Care and Child Development Council
of America, Inc.
Washington, D. C.

Department of Education
Boston, MA

Dissemination Center for Bilingual
Bicultural Education
Austin, TX

Early Childhood Education Resource and
Training Program, Inc.
Holyoke, MA

Education Commission of the States
Denver, CO

Educational Products Information Exchange
Institute
New York, NY

Educational Testing Service
Princeton, NJ

Education U. S. A. Newsletter
Washington, D. C.

Gordon and Breach Science Publishers, Inc.
New York, NY

Frank Porter Graham Center
Chapel Hill, NC

Great Plains National Instructional TV
Lincoln, NB

Gulf Coast Association on Young Children
Biloxi, MS

Ray Harper
Bridgewater, MA

Head Start Resource & Training Ofc.
Northern California Area
San Francisco, CA

History of Childhood Quarterly
New York, NY

The Home and School Institute, Inc.
Washington, D. C.

Human Science Press
New York, NY

Impact
Austin, TX

Institute for Responsive Ed.
Boston, MA

Instructor
Duluth, MN

Journal Press
Provincetown, MA

Learning
Boulder, CO

LINC Leadership Dev. Program
Greensboro, NC

Marriage, Divorce & the Family
Newsletter
New York, NY

Bureau of Curriculum Services
Massachusetts Dept. of Education
Boston, MA

Ann Kern, Editorial Coordinator
Materials Acquisitions Project
San Diego, CA

Media Projects, Inc.
New York, NY

The Merrill-Palmer Institute
Detroit, MI

Minnesota Association for the Education
of Young Children
St. Paul, MN

NACSAP Newsletter
Washington, D. C.

National Association for Child Development and Education
Washington, D. C.

National Association for Gifted Children
Cincinnati, OH

National Association for Mental Health
Arlington, VA

National Association for Retarded Children
Arlington, VA

National Association for the Education of
Young Children
Washington, D. C.

National Association of Early Childhood
Specialists in State Depts. of Education
Jefferson City, MO

National Center for Child Advocacy
Office of Child Development
Washington, D. C.

National Center for Law
South Bend, IN

Appendix C2 (continued)

Nat'l. Center for the Prevention & Treatment of Child Abuse & Neglect
Denver, CO

National Committee for Citizens in Education
Columbia, MD

National Committee on the Education of Migrant Children
New York, NY

National Congress of Parents & Teachers
Chicago, IL

National Council on Family
Minneapolis, MN

National Easter Seal Society for Crippled Children and Adults
Chicago, IL

National Education Association
Washington, D. C.

National Foundation/March of Dimes
White Plains, NY

National Instructional TV Center
Bloomington, IN

NY Family Counselors Inst.
New Hyde Park, NY

Office of Child Development
Department of HEW
Washington, D. C.

Office of Education
Washington, D. C.

Parallel Program
University of Delaware
Wilmington, DE

Parents Anonymous
Redondo, CA

Parent Cooperative Preschools, Int'l.
Quebec, Canada

Parent's Magazine
Bergenfield, NJ

Parents Without Partners, Inc.
Washington, D. C.

Pergamon Press, Inc.
Elmsford, NY

Albert J. Phiebig, Inc.
White Plains, NY

Phy. Ed. Corp.
Boston, MA

Pittsburg Area Preschool Assn. Publication
Pittsburg, PA

Plus Publications, Inc.
Washington, D. C.

Psychology Today
Boulder, CO

Allen Raymond, Inc.
Darien, CT

Society for Research in Child Development
Chicago, IL

Southern Assn. on Children Under Six
Little Rock, AR

Appendix C2 (continued)

Teacher Subscription Service
Cos Cob, CT

Texas Department of Health Resources
Austin, TX

Texas Information Service
Austin, TX

Today's Child Newsmagazine
Roosevelt, NJ

Home and School Institute Newsletter
Washington, D. C.

University of Chicago Press
Chicago, IL

University of Georgia
Athens, GA

Publications Office/IREC
University of Illinois
Urbana, IL

TLRC
Austin, TX

U. S. Committee for UNICEF
New York, NY

Superintendent of Documents
Washington, D. C.

Work, Inc. Newsletter
Holyoke, MA

Workshop Center for Open Education
New York, NY

Appendix C3

Product Promotional Flyer

Appendix C4 Promotional News Release

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

FOR IMMEDIATE RELEASE

CONTACT BILL BUTTS, COMPONENT COORDINATOR
SEDL, EXT 208

POSITIVE PARENT

Everyday, in our homes, neighborhoods, and communities, something is happening that is very important to all of us. Something to which we may be so accustomed that many of us never give it a second thought. Something that takes time, love, skills, and knowledge -- skills and knowledge which we too often assume we already possess.

Everyday, all around us, thousands of children are growing into adults. And everyday, thousands of parents and relatives, friends and teachers, are trying to help these children grow and learn and develop. It's an important responsibility; and it can be made easier by gaining more information about the knowledge and skills that parenting requires.

A project called POSITIVE PARENT can be of assistance to concerned parents and parenting professionals. Supported with funding from the National Institute of Education (NIE) in Washington, D.C. and developed by the Early Childhood Program at Southwest Educational Development Laboratory in Austin, Texas, POSITIVE PARENT is a series of television spot announcements and related booklets which help to increase awareness of certain parenting practices. Each of the spots and booklets deals with a specific parenting topic. The topics deal with such issues as how to read to your child and how to help your children cope with frustration. All of the booklets and spots have been tested and evaluated with parents in several areas of the country.

(MORE)

The POSITIVE PARENT TV Spots

Each of the TV spots presents a home situation and focuses on a specific parenting skill. The spots are multicultural, featuring Black, White, or Chicano families. Sometimes a negative situation is shown -- one which certain parenting skills should improve. Other situations show parents successfully using parenting skills to help their children. The home situations, in some cases, show a problem and ask viewers for their own solution. Others compare parenting strengths and weaknesses. The spots provide strong visual examples of opportunities to apply recommended parenting practices.

The POSITIVE PARENT TV spots are designed to be used in several different ways. The spots can be broadcast as television public service announcements (PSAs) as well as serve in many non-broadcast applications, such as discussion material for parent education groups.

Community service organizations can request that local TV stations air the POSITIVE PARENT spots as PSAs. All of the POSITIVE PARENT spots are available in two lengths: 30 seconds and 60 seconds. This gives stations more flexibility in airing the PSAs. Each spot is designed to end with a message -- or closing tag -- that identifies the sponsoring organization.

The POSITIVE PARENT spots are also available without the closing tags. In this form, the spots can be used as discussion starters or as a part of training activities in the classroom, workshops or seminars. For any of these kinds of uses, the spots are available on video cassette.

The POSITIVE PARENT Booklets

Each of the POSITIVE PARENT booklets deals with a specific parenting topic. Designed to reach a multicultural audience -- Blacks, Chicanos, and Whites -- the booklets can help supply information to help parents better understand the part they play in their children's development. Each booklet includes parenting suggestions and tips related to the topic being discussed. Since most parents don't have the time either to read lengthy booklets or to practice complicated techniques, the booklets are short and the suggestions realistic. The booklets are written on a 6th- to 7th-grade reading level, and include a variety of photographs to complement the content.

There are several ways to use the POSITIVE PARENT booklets. An agency or group can offer the booklets to the public by means of the PSA broadcasts. Each POSITIVE PARENT spot can be reproduced to end with tag information which allows the public to obtain a copy of the specific booklet. Or, the booklets can be distributed and used separately from the televised announcements. They can be used as supplementary materials in parenting programs or workshops. The booklets are also available to any interested individual.

POSITIVE PARENT and Your Program

The POSITIVE PARENT TV spots and booklets are designed to be used in several ways. These materials are currently available from the developer, Southwest Educational Development Laboratory. For more information about POSITIVE PARENT use in your program, contact: POSITIVE PARENT, c/o SEDL, 211 E. 7th St., Austin, Texas 78701, 512/476-6861, ext. 208.

Appendix C5

MARKETING SURVEY RESULTS: ESTIMATES OF "IDEAL" PRODUCT DEMAND

AGENCIES SURVEYED	BOOKLETS/FORMAT PREFERENCE	"Read to Your Child"	"Talking with Children"	"Expect the Best From Your Children"	"Practice What You Teach"	"Help Your Children Cope with Frustration"	"Praise Your Children"	"Pay Attention to Your Children"	"Children Learn by Watching and Helping"	"Be Consistent"	"Los ninos aprenden mirando y ayudando"	TOTALS	All booklets under one cover	Groups of bklets under one cover	Individually-bound booklets
Department of Public Welfare															
Protective Services		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000			X
Protective Services		100	500	200	500	200	500	500	200	500	0	3,200			X
Financial & Social Program		142,000	142,000	142,000	142,000	142,000	142,000	142,000	142,000	142,000	142,000	1,420,000			X
Child Abuse Information		10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	5,000	95,000		X	X
Child Development Consult.													X		
Foster Home Development		180	180	180	180	180	180	180	180	180	180	1,800	X		
Texas Dept. Community Affairs															
Early Childhood		50	50	50	50	50	50	50	50	50	50	500			X
Youth Services		2	2	2	2	2	2	2	2	2	2	20			X
Austin State Hospital															
Child Psychiatry		N/A													
Family Therapy		N/A													
Parent Workshops		N/A													
Texas Dept. MH/MR															
Children Services		100	100	100	100	100	100	100	100	100	100	1,000			X
Austin Parent-Child Assoc.		10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000			x

Appendix C5 (continued)

AGENCIES SURVEYED	BOOKLETS/FORMAT PREFERENCE	"Read to Your Child"	"Talking with Children"	"Expect the Best From Your Children"	"Practice What You Teach"	"Help Your Children Cope with Frustration"	"Praise Your Children"	"Pay Attention to Your Children"	"Children Learn by Watching and Helping"	"Be Consistent"	"Los ninos aprenden mirando y ayudando"	TOTALS	All booklets under one cover	Groups of bklets under one cover	Individually-bound booklets
Austin/Travis County Health Dept.															
Rehabilitation Therapies		0	0	0	0	0	0	0	0	0	0	0			X
City Health Department															
Health Action Services		N/A													X
Rosewood Medical Clinic		N/A													X
Texas State Health Department															
Austin Evaluation Center		40	20	40	40	40	40	20	40	50	20	350			X
Texas Education Agency															
Elementary Education		N/A													
Student Services		N/A													
Homemaking Education		N/A													
Migrant Education		100	100	100			100	100	100	100		700			X
AISD															
Visiting Teacher Program		N/A													
Parental Involvement		300	300	300	300	300	300	300	300	300	300	3,000			X
Kindergarten Teacher		50	50	50	50		50	50				250			X
Kealing Infant Center		6	12	12	12	12	12	6	12	12	66	102			X

Appendix C5 (continued)

	BOOKLETS/FORMAT PREFERENCE													
AGENCIES SURVEYED	"Read to Your Child"	"Talking with Children"	"Expect the Best From Your Children"	"Practice What You Teach"	"Help Your Children Cope with Frustration"	"Praise Your Children"	"Pay Attention to Your Children"	"Children Learn by Watching and Helping"	"Be Consistent"	"Los ninos aprenden mirando y ayudando"	TOTALS	All booklets under one cover	Groups of bklets under one cover	Individually-bound booklets
Texas Agricultural Ext. Services														
Family Life Education	N/A													
University of Texas														
Resource Ctr. Child Abuse		100	100	100	100	100	100	100		100	800			X
APL Project	120	120	120		120		120	120	120	120	960			X
School of Nursing	100	100	100	100	100	100	100	100	100	100	1,000			X
Educational Psychology	N/A											X		
Home Ec. & Child Develop.	5	5	5	5	5	5	5	5	5	5	50			X
Dept. of Psychology	N/A													
Speech & Hearing Center	30	30	30	30	30	30	30	30	30	10	280	X		
Austin Community College														
Student Services	100	100	100	100	100	100	100	100	100	100	1,000			X
Child Development Program	20	20	10	10	20	20	20	20	20	5	165			
San Marcos Academy														

Appendix C5 (continued)

BOOKLETS/FORMAT PREFERENCE AGENCIES SURVEYED	"Read to Your Child"	"Talking with Children"	"Expect the Best From Your Children"	"Practice What You Teach"	"Help Your Children Cope with Frustration"	"Praise Your Children"	"Pay Attention to Your Children"	"Children Learn by Watching and Helping"	"Be Consistent"	"Los ninos aprenden mirando y ayudando"	TOTALS	All booklets under one cover	Groups of bklets under one cover	Individually-bound booklets
Local Groups														
Teenage Parent Council														
La Leche League	2	3	5	5	5	3	3	3	3	3	35			X
Home of Holy Infancy	30	30	30	30	30	30	30	30	30	30	300	X		
Child, Inc.														X
Austin Parent-Child	50	50	50	50	50	50	50	50	50	50	500		X	
Austin Community Nursery School	50	50	50	50	0	50	50	0	50	0	350			X
Austin Child Guidance Center	50	50	50	50	50	50	50	50	50	50	500			X
Child & Family Services	N/A												X	
People's Community Clinic	0	0	0	0	0	0	0	0	0	0	0	X		
												% 20	% 11	% 69
TOTALS	166,485	166,972	166,634	166,764	166,494	166,872	166,966	166,592	166,852	161,231		n= 9	n= 5	n= 31

Appendix C6

MARKETING SURVEY RESULTS: ESTIMATES OF "REAL" PRODUCT DEMAND

AGENCIES SURVEYED	BOOKLETS/FORMAT PREFERENCE	"Read to Your Child"	"Talking with Children"	"Expect the Best From Your Children"	"Practice What You Teach"	"Help Your Children Cope with Frustration"	"Praise Your Children"	"Pay Attention to Your Children"	"Children Learn by Watching and Helping"	"Be Consistent"	"Los ninos aprenden mirando y ayudando"	TOTALS	All booklets under one cover	Groups of bklets under one cover	Individually-bound booklets
Department of Public Welfare															
Protective Services															X
Protective Services		50	100	100	200	50	100	200	100	200	0	1,100			X
Financial & Social Program		40	40	40	40	40	40	40	40	40	40	400			X
Child Abuse Information		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000		X	X
Child Development Consult.		20	20	20	20	20	20	20	20	20	20	200	X		
Foster Home Development		5	5	5	5	5	5	5	5	5	5	50	X		
Texas Dept. Community Affairs															
Early Childhood															X
Youth Services		2	2	2	2	2	2	2	2	2	2	20			X
Austin State Hospital															
Child Psychiatry		N/A													X
Family Therapy		15	15	15	15	15						75	X	X	X
Parent Workshops		N/A													X
Texas Dept. MH/MR															
Children Services		50	50	50	50	50	50	50	50	50	50	500			X
Austin Parent-Child Assoc.		100	100	100	100	100	100	100	100	100	100	1,000			X

Appendix C6 (continued)

AGENCIES SURVEYED	BOOKLETS/FORMAT PREFERENCE	"Read to Your Child"	"Talking with Children"	"Expect the Best From Your Children"	"Practice What You Teach"	"Help Your Children Cope with Frustration"	"Praise Your Children"	"Pay Attention to Your Children"	"Children Learn by Watching and Helping"	"Be Consistent"	"Los ninos aprenden mirando y ayudando"	TOTALS	All booklets under one cover	Groups of bklets under one cover	Individually-bound booklets
Austin/Travis County Health Department															
Rehabilitation Therapies		0	0	0	0	0	0	0	0	0	0	0			X
City Health Department															
Health Action Services		N/A													X
Rosewood Medical Clinic		N/A													X
Texas State Health Department															
Austin Evaluation Center		20	10	20	20	20	20	10	20	25	10	175			X
Texas Education Agency															
Elementary Education		N/A												X	
Student Services		N/A													X
Homemaking Education		N/A													X
Migrant Education		100	100	100			100	100	100	100		700			X
AISD															
Visiting Teacher Program		N/A													
Parental Involvement		10	10	10	10	10	10	10	10	10	10	100			X
Kindergarten Teacher															X
Kealing Infant Center		3	5	5	5	5	5	3	5	5	3	44			X

Appendix C6 (continued)

BOOKLETS/FORMAT PREFERENCE	"Read to Your Child"	"Talking with Children"	"Expect the Best From Your Children"	"Practice What You Teach"	"Help Your Children Cope with Frustration"	"Praise Your Children"	"Pay Attention to Your Children"	"Children Learn by Watching and Helping"	"Be Consistent"	"Los ninos aprenden mirando y ayudando"	TOTALS	All booklets under one cover	Groups of bklets under one cover	Individually-bound booklets
AGENCIES SURVEYED														
Texas Agricultural Ext. Services														
Family Life Education	N/A													X
University of Texas														
Resource Ctr. Child Abuse		30		30	30	30	30	30		30	210			XX
APL Project	120						120			120	360			X
School of Nursing	10	10	10	10	10	10	10	10	10	10	100			X
Educational Psychology														
Home Ec. & Child Develop.														
Dept. of Psychology	N/A													
Speech & Hearing Center	10	10	10	10	10	10	10	10	10	5	95	X		
Austin Community College														
Student Services	10	10	10	10	10	10	10	10	10	10	100			X
Child Development Program	5	5	2	2	5	5	5	5	5	3	42			
San Marcos Academy													X	

Appendix C6 (continued)

AGENCIES SURVEYED	BOOKLETS/FORMAT PREFERENCE	"Read to Your Child"	"Talking with Children"	"Expect the Best From Your Children"	"Practice What You Teach"	"Help Your Children Cope with Frustration"	"Praise Your Children"	"Pay Attention to Your Children"	"Children Learn by Watching and Helping"	"Be Consistent"	"Los ninos aprenden mirando y ayudando"	TOTALS	All booklets under one cover	Groups of bklets under one cover	Individually-bound booklets
Local Groups															
Teenage Parent Council		1	1	1	1	1	1	1	1	1	1	10			X
La Leche League		1	2	2	2	2	2	2	2	2	2	19			X
Home of Holy Infancy		10	10	10	10	10	10	10	10	10	10	100	X		
Child, Inc.		5	10				10		5	10	10	50			X
Austin Parent-Child		50	50	50	50	50	50	50	50	50	50	500		X	
Austin Community Nursery School		50	50	50	50	0	50	50	0	50	0	350			X
Austin Child Guidance Center		25	25	25	25	25	25	25	25	25	25	250	X		X
Child & Family Services		N/A												X	
People's Community Clinic		0	0	0	0	0	0	0	0	0	0	0	X		
													% 20	% 11	% 69
TOTALS		1,712	1,670	1,637	1,667	1,470	1,665	1,863	1,610	1,740	1,516	16,550	n= 9	n= 5	n= 31

APPENDIX D

OTHER SIGNIFICANT EFFORTS

Positive Parent Consumers (6/1 - 10/31/77)

Appendix D

POSITIVE PARENT

CONSUMERS

(6/1-10/31/77)

* Surveyed by phone,
October, 1977, as to
product utilization

Mesquite I.S.D.
405 East Davis
Mesquite, TX 75149

20 cc Expect, Read, Help, Pay Attention, Niños
Ordered 10/31/77

Berkeley Unified School District
2600 8th St.
Berkeley, CA 94710

30 cc 9 titles
Ordered 10/31/77

Suwannee River Counseling Center
P. O. Box 778
Live Oak, FL 32060

15 cc Practice, Help, Children, Praise 10 cc Expect, Talking, Read, Pay Attention, Be Consistent
Ordered 10/31/77

The Infant Program
Valley Mental Health Center
603 E. Brockway
Morgantown, WV 26505

10 cc all titles
Ordered 10/31/77

Boulder Valley School District
6500 East Arapahoe
Boulder, CO 80303

350 cc Read
Ordered 10/28/77

Alachua Elementary School
P. O. Box 68
Alachua, FL 32615

20 cc Practice, Read, Help 10 cc Expect, Talking, Pay Attention, Children, Praise, Be Consistent
Ordered 10/28/77

Family Training Center, Inc.
P. O. Box 4664
Glasgow AFB, Montana 59231

10 cc Practice, Help, Pay Attention, Praise
Ordered 10/28/77

Troup Public Schools
P. O. Box 607
Troup, TX 75789

15 cc Be Consistent
Ordered 10/28/77

Burlington Township Board of Education
Fountain Avenue
Burlington, NJ 08016

3 cc 8 titles (no Niños, Pay Attention)
Ordered 10/26/77

Dallas I.S.D.
School Administration Building
2700 Ross Avenue
Dallas, TX 75204
Ms. Marr

500 cc 9 titles
Ordered 10/24/77

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* Charter Oaks School
30 Parker St.
West Hartford, CT 06110
Dr. Alex Nardone

50 cc 9 titles, 25 cc Niños
Ordered 9/27/77

Appendix D (continued)

Department of Family Life Education
257 East Onondaga St.
Syracuse, NY 13202
Sr. Mary Steves, Parent Educ. Coord.

12 cc 9 titles
Ordered 10/25/77

National Alliance Concerned with
School Aged Parents (NACSAP)
7315 Wisconsin Ave., #211-W
Washington, DC 21104
Ms. Betsy Leigh

600 cc all titles
Ordered 10/5/77

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* Ms. Janet Juban
PAFLE Chairperson
12123 Mossycup
Houston, TX 77024

10 cc first 8 titles
Ordered 10/21/77

Dr. Mary Virginia Peaslee
Early Childhood Education Lab
Florida Southern College
Lakeland, FL 33802

40 cc Practice, Talking, Read
Ordered 10/21/77

Mental Health Mental Retardation
Center for Greater West Texas
244 North Magdalen
San Angelo, TX 76903

12 cc Talking, Help, Pay Attention
Ordered 10/21/77

Early Education Office
Ferguson-Florissant School District
(Graham School)
1150 Graham Road
Florissant, MO 63031
Marion Wilson

10 cc 9 titles
Ordered 10/21/77

René Peña
321 East Peter St.
Edinburg, TX 78539

60 cc Los Niños
Ordered 10/18/77

Board of Education of Calvert County
Prince Frederick, MD 20678

30 cc 9 titles
Ordered 10/13/77

Indiana County Child Day Care
Program Inc.
Box 243F R-D #3
Indiana, PA 15701

10 cc 9 titles
Ordered 10/12/77

Parenting Guidance Center
1409 Summit Avenue
Fort Worth, TX 76102
Ms. Courtney Fox

101 cc all titles
Ordered 10/12/77

Project Follow Through
2106 10th Avenue
Honolulu, HI 96816

25 cc 9 titles
Ordered 10/10/77

Grand Rapids Public Schools
Service Building
900 Union, N.E.
Grand Rapids, MI 49503

75 cc Practice, Expect, Talk, Read,
Help, Pay Attention, Praise
Ordered 10/7/77

School District No. 1
Multnomah County
Special Projects
620 N.E. Halsey St.
Portland, OR 97208
Nick Bolos

50 cc Help, Praise, Be Consistent
Ordered 10/7/77

Alpena-Montmorency-Alcona Intermediate School District
P. O. Box 497, 1691 M 32 West
Alpena, MI 49707
Ms. Polly Cook

10 cc 9 titles
Ordered 10/7/77

Colorado Department of Education
32 State Office Building
201 E. Colfax
Denver, CO 80203
Martha H. Fair

10 cc all titles
Ordered 10/5/77

Friends of Day Care, Inc.
3405 East Eighth Street
Tulsa, OK 74112
Ms. Liz Finlayson

15 cc 9 titles
Ordered 10/6/77

Hoonah Public Schools
P. O. Box 157
Hoonah, AK 99829
Grace Jose

15 cc 9 titles
Ordered 10/3/77

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* St. Louis University
Child Development Center
1401 S. Grand
St. Louis, MO 63103
Vivian Goodson

20 cc Practice, 10 cc 8 titles
Ordered 10/3/77

Education Service Center
Region II
109 North Chaparral
Corpus Christi, TX 78401

10 cc all titles
Ordered 10/3/77

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* Parent Co-Operative Preschool
5941 Wainwright Dr.
Ft. Hood, TX 76544
Mrs. R. E. Waller

13 cc Read, 14 cc 8 titles
Ordered 10/6/77

Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21041
Mrs. Jean A. Hopkins

25 cc 9 titles
Ordered 9/28/77

Chadron State College
Chadron, NB 69337

15 cc Help, Be Consistent
Ordered 9/26/77

Dr. Mona Ballard
Valparaiso University Association, Inc.
Valpariso, IN 46383

25 cc all titles
Ordered 9/14/77

Bernice Callahan
342 Keller Street
Petaluma, CA 94952

10 cc 9 titles
Ordered 9/20/77

Santa Fe County Social Services
 Agency
Kennedy Hall, Rm 100A
College of Santa Fe
Santa Fe, NM 87503

10 cc Practice
Ordered 9/20/77

M. Solomon, R.N.
Project Director EPSDT
Box 1116
Presque Isle, ME 04769

10 cc 9 titles
Ordered 9/20/77

Boulder Valley School District #RE2
6500 E. Arapahoe
Boulder, CO 80302

10 cc Practice, Expect, Pay, Children,
 Praise, 101 cc Talking, Read, 51 cc
 Be Consistent
Ordered 9/16/77

Kearney State College
Kearney, NB 68847

25 cc Practice, Help, Pay Attention,
 Praise, Be Consistent
Ordered 9/16/77

Educational Improvement Center
Box 426
Glassboro-Woodbury Rd.
Pitman, NJ 08071

10 cc all titles
Ordered 9/14/77

* Good Samaritan Center
Child Development Program
1600 S. Saltillo
San Antonio, TX 78207

10 cc all titles
Ordered 9/16/77

* State Department of Public Welfare
4533 Ross Ave.
Dallas, TX 75204
Gwen Chance

500 cc 9 titles, 200 cc Los Niños
Ordered 9/14/77

Lapeer County Intermediate School Dist.
1966 W. Oregon
Lapeer, MI 48446
Pulliam

15 cc 9 titles
Ordered 9/13/77

Clinch-Powell Educational Cooperative
Box 279
Tazewell, TN 37879
Desmon Tarter

10 cc all titles
Ordered 9/13/77

* Tupelo Public Schools Central Office
204 S. Green St.
Tupelo, MS 38801
Scott Dutt

130 cc all titles
Ordered 9/9/77

Irving I.S.D. Instructional Media Center
LDIC
820 N. O'Connor
Irving, TX 75061

25 cc 9 titles
Ordered 9/12/77

Tyler I.S.D.
P. O. Box 2035
Tyler, TX 75701
Wooten

10 cc Expect, Read, Help, Praise, Be
 Consistent
Ordered 9/12/77

Appendix D (continued)

Board of County Commissioners
Polk County
P. O. Box 133
Bartow, FL 33830

100 cc 9 titles
Ordered 9/7/77

Community Coordinated Child Care
733 Alger S.E.
Grand Rapids, MI 49507

10 cc all titles
Ordered 9/2/77

Owensboro Board of Education
1335 West 11th Street
Owensboro, KY 42301
Burns

15 cc 8 titles (No Niños, Praise)
Ordered 8/30/77

Ponca City Public Schools
Elementary Education
Dist. I-71 Kay County
Drawer 271
Ponca City, OK 74601

16 cc 9 titles
Ordered 8/31/77

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* Nacogdoches Treatment Center
119 Hughes St.
Nacogdoches, TX 75961
Scotty Sherrill

10 cc 9 titles
Ordered 8/30/77

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* Ms. Marjorie L. Sparrow
Parent Education Consultant
1429 Senate St., Rm. 706
Columbia, SC 29201

5,000 cc 9 titles
Ordered 8/23/77

Betty Gray Johnson
P. O. Box 3700
Amarillo, TX 79106

20 cc 9 titles, 5 cc Niños
Ordered 8/8/77

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* Parent Involvement Program
Austin Community Nursery School
1100 W. Live Oak
Austin, TX 78704

40 cc Practice, Praise, 50 cc Talking,
Read, Pay Attention, Be Consistent
Ordered 8/8/77

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* Connie Steele
Assistant Professor
Child Development
Dept. of Home & Family Life
Texas Tech University
Box 4170
Lubbock, TX 79409

10 cc 9 titles (No Praise)
Ordered 8/8/77

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* Dr. Joe Parks
Education Service Center, Region XIII
7703 N. Lamar
Austin, TX 78752

10 cc 9 titles
Ordered 8/17/77

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* Mary Joyce Harding
Odessa College
P. O. Box 3752
Odessa, TX 79760

25 cc all titles
Ordered 8/15/77

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* Austin Community College
Ridgeview Campus/Bill Rose
901 Neal St.
Austin, TX 78702

10 cc all titles
Ordered 8/10/77

Julie A. Larson
Alternative Learning Center
321 Sixteenth Ave.
Council Bluffs, IA 51501

25 cc Practice, Talking, Read, Help, Children, Praise
Ordered 8/24/77

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* UT-Austin
Dr. Phyllis Richards
Dept. of Home Ec.
GEA 115
Attn: Carole Hertner
Austin, TX 78712

10 cc all titles
Ordered 7/28/77

State Department of Public Welfare
John H. Reagan Bldg.
Austin, TX 78701

500 Be Consistent, 200 Niños
Ordered 7/15/77

State Department of Public Welfare
John H. Reagan Bldg.
Austin, TX 78701

6200 cc Practice, Talking, Read, Help, Pay Attention, Children
1200 cc Expect, Praise, Be Consistent
1000 cc Niños
Ordered 7/18/77

University of Maryland Univ. College
Head Start Regional Resource & Training Center
4321 Hartwick Road Room L-220
College Park, MD 20740
Nancy Chapman

10 cc all titles
Ordered 7/21/77

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* Syracuse Teacher Corps
150 Marshall St.
400 Huntington Hall
Syracuse University
Syracuse, NY 13210
Charles L. Anderson

200 cc all titles
Ordered 7/14/77

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* W. W. Irby, Principal
Alachua Elementary School
P. O. Box 68
Alachua, FL 32615

10 cc 8 titles, 60 Read
Ordered 7/18/77

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* Mary Grace
Parent Counselor
Child Inc.
818 E. 53rd St.
Austin, TX 78751

101 cc all titles
Ordered 7/11/77

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* Rosemary MacIsaacs
Texas Dept. of Health Resources
1100 West 49th St.
Austin, TX 78756

1000 cc Children, Read, Talking, Pay Attention, Niños, Be Consistent
Ordered 7/5/77

K. Timothy North, M.D.
Suite 110
730 Potomac St.
Aurora, CO 80011

20 cc Be Consistent, Practice, Pay Attention, Expect, Talking, Help
Ordered 7/5/77

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* Francine Dixon
Early Childhood
Chadron State College
Chadron, NB 69337

20 cc Expect, Talking, Read, Praise, Be Consistent, 40 cc Help
Ordered 7/6/77

Appendix D (continued)

* Fort Bend I.S.D.
500 Dulles Ave.
Stafford, TX 77477
Mrs. Diane Ricklefsen

100 cc Talking, 10 cc Read, Help, Praise, Niños
Ordered 6/30/77

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* Austin Child Guidance Center
510 S. Congress
Suite 312
Austin, TX 78704
Richard Ward

25 cc Practice, Expect, Read, 30 cc Talking, Help, Pay, Children, Praise, Be Consistent, 15 cc Niños
Ordered 6/29/77

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* Dallas I.S.D.
School Administration Building
Visiting Teacher (Laverne Marr)
3700 Ross Avenue
Dallas, TX

80 cc all titles
Ordered 6/29/77

OEO-Parenting Program
111 N. Odem Avenue
Sinton, TX 78387
Carol J. Ashbaugh/Alicia Rodriguez

12 cc all titles
Ordered 6/22/77

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* Project Outreach
c/o Whittier School
1568 S. 3rd East
Salt Lake City, UT 84115
Carol Elliott

10 cc 9 titles
Ordered 6/13/77

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* Howard County Health Dept.
P. O. Box 476
Ellicott City, MD 21043
Dorothy Ernst

125 cc 8 titles, 100 cc Be Consistent
Ordered 6/9/77

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* The University of Texas at Austin
APL Project/Belding
202 EXB
Austin, TX 78712
Nelda Schwartz/Leni Greenfield

120 cc Expect
Ordered 5/31/77

Murphy School District No. 21
2625 West Buckeye Road
Phoenix, AZ 85009
Jose J. Rodriguez

200 cc Expect, Talking, Read, Pay Attention, Niños
Ordered 6/14/77
